

R.P.S. TEACHERS' TRAINING COLLEGE



SELF STUDY REPORT (SSR)

2016

SUBMITTED TO

**NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL (NAAC)**

P.O. BOX NO. - 1075, NAGARBHAVI, BANGALORE 560072

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OUR EMBLEM

The history and tradition of Patna go back to the earliest dawn of civilization. The original name of Patna was Patliputra and its history makes a start from the century of 600 BCE. The name Patna has undergone many changes like Pataligram, Kusumpur, Patliputra, Azimabad, etc., ultimately terminating to the present one. Chandragupta Maurya made it his capital in the 4th Century BCE. Patliputra reached the pinnacle of prosperity when it was the capital of the Great Mauryan Emperors like Chandragupta Maurya and Ashoka. Towards the end of his reign, Ashoka's grip over the imperial organization became weak. The Maurya Empire began to decline with the death of Ashoka. Therefore the city lost its importance unless Sher Shah Suri came into power in the early 16th Century AD.

The central ancient city of Patliputra, a rich province of Indian civilization, culture and good governance, perched the country's capital for around 1,000 consecutive years. For such a long period, the city hovered not only as the political capital city of the country, but had also been a hub for social, literary and spiritual pursuits. Its antiquity was compared with Rome and Italy.

BREIF HISTORY R.P.S. TEACHERS' TRAINING COLLEGE**INTRODUCTION:**

The future of the world lies in the hand of Teachers. In order to fulfill this cherished desire to participate in the development of the nation at its foundation level, RPS Teachers Training College was established in May 2007 by RPS Residential Public School Society, Patna. In a short time it gained immense popularity thereby generating tremendous confidence among parents, students and teachers. The founder of R. P. S group of educational institute and writer of holy book "Kaljai Hanuman" Late Prof RP Sharma is remembered as great educationalist, writer, politicians, and social worker specially his contribution in the field of education.

During his lifetime, Prof. R. P. Sharma lays foundation of different institution from nursery to higher studies. Among them R.P. Sharma institute of technology, R. P. S. College, R. P. S. Law College and R. P. S. Mahila College, R. P. S. Residential School, R.P.S. girls Public School, R. P. S. Public School ,RPS Teachers Training College etc. are prominent.

RPS Group of Institutions is known for its excellent faculty strength, which synergizes brilliantly with the students. We are perfectly aware of what to deliver & believe in dynamic teaching utilizing the latest pedagogic principles. The education at RPS Group of Institutions does not end with the course curriculum; it extends to practical application of the skills learnt via internships, seminars & live projects. In addition we expect our students to pass out and go beyond the scope of their defined job roles and work for the purpose of development of society and prove themselves as more responsible and ethical human resources for the organization and society. Students are provided inputs and made ready for the competitive world in a global, heterogeneous and perhaps multi cultural world. Each student is mentored and leadership traits are nurtured to enable students to shoulder increasing responsibilities, and prepare them to face difficult situations objectively.

GOALS:

1. To impart continuously updated, advanced knowledge to the students.
2. To introduce need based courses and subjects relevant to the demands of the time.
3. To plan and continuously provide necessary infrastructure and learning resources required for quality education and innovations.
4. To make students devote and dedicate themselves for achieving academic excellence.
5. To deliver effectively the knowledge and skills prescribed for particular programme through creativity and innovation in teaching, learning and evaluation.

6. To simulate activities to strengthen professional competencies of teaching and non-teaching staff.
7. To uphold the glorious tradition of our National Heritage in Global Scenario.
8. To prepare them to combat challenges posted by the modern competitive society.
9. To establish systems for communication amongst college, parents and society at large to create a healthy atmosphere of positive interaction for vision oriented growth.
10. To continually ensure harmonious relationship among faculty, student community, parent and society through effective systems of communications, grievance redress, counseling and guidance.
11. To include the ideals of Humanity, integrity and Harmony.

VISION:

To produce quality teachers with high moral values.

To bring out the best in students by providing value based, need based and career oriented Teachers Training education and create self reliant at par to the international standard.

MISSION:

To impart the quality education to meet the needs and challenges of global environment

To impart ethics and human values and to develop professional with high quality of learning / teaching skill.

To promote modern teaching methods /e-learning among children specially in rural zones to ensure holistic development of the students.

Diversifying teaching program in changing situation to keep pace with the world economic scenario.

OBJECTIVES:

1. To deliver knowledge and skills envisaged in the programme through innovative teaching, participatory learning, and reliable evaluation.
2. To make education an interesting, joyous, relevant, and meaningful and learner centered activity.
3. To create social, cultural, moral and environmental/global warming awareness

among students.

4. To develop human values of concern, compassion, tolerance and togetherness among students.
5. To instill among students a sense of discipline, honesty, confidence and self-respect.
6. To facilitate holistic and integrated personality development of students.
7. To help students to adapt and excel by developing in them sensitivity to the changing times.
8. To participate actively in mission SARB SHIKSHA ABHIYAN for nation building and striving for excellence in mission UNNAT BHARAT ABHIYAN by creativity and innovation in teaching, learning and evaluation.

VALUES:

Opportunit	-	Meeting each student's educational need at his or her level of ability
Excellence	-	Achieving the highest standards
Creativity	-	Finding innovative ways to accomplish our objectives
Learning	-	Acquiring new skills, insights, and ideas
Success	-	Preparing students for the future
Teamwork	-	Supporting and respecting each other and those we serve.
Community	-	Listening and responding to community needs

The RPS Residential Public School Society, Patna,
Organizational Setup

College Managing Committee	
President	Dr Kumar Puspanjay
Secretary	Prof Mahesh Pd Singh
Member Secretary	Dr Ravi Shankar Shukla
Member	Sri Madan Kumar
Member	Sri Ajay Kumar
Member	Kumar Pritanjay
Member	Smt Deepmala Kumari

Section B :
Preparation of Self Study Report 2016-17

Profile College

1. Name and address of the institution:

NAME :	R.P.S. Teachers' Training College	
Address :	New Bailey Road, Danapur, Patna	
City : Patna	Pin : 801503	State : Bihar

Website URL : www.rpsttp.org

For communication :

Name	Designation	Area / STD code	Tel. No	Fax No.	E-mail
Dr. Ravi Shankar shukla	Principal	0611 5	234051	--	pedtpatna@rediffmail.com
Mrs. Deepmala Kumari	Steering Committee Coordinator	0611 5	234051	--	pedtpatna@rediffmail.com

1. Location of the Institution:

Urban Semi-Urban
Rural Tribal

2. Campus area : Total land area : 4150 sq. mts.
Total built up area : 2702 sq. mts.

3. Is it a recognized minority Institution ?

Yes No

4. Date of establishment of the institution : 03.05.2007

MM	YYYY
05	2007

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

Magadh University, Bodh Gaya, Bihar

6. Details of UGC Recognition.

Under Section	Date, Month & Year	
	MM	YYYY
i. 2(f)	---	---
ii. 12(b)	---	---

7. Type of institution:

a. By Funding

Government
Grant-in-aid
Self-financed
Any other

✓

b. By Gender

For Men
For Women
Co-Education

✓

c. By Nature

University Dept.
IASE
Affiliated College
Constituent College
Dept. of Education of Composite College

✓

CTE

Any other (specify and indicate)

8. Does the University / State Education Act have provision for autonomy?

Yes

No

If yes, has the institution applied for autonomy ?

Yes

No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i)	Secondary/Sr. Secondary	-	-	Certificate	-	English, Hindi
		-	-	Diploma	-	
		B. Ed	UG Passed	Degree	2 years	

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B. Ed	Section 14(1) NCTE Act, 1993 vide ERC/NCTE/APE00742/BED/2015/32473 dated 30/05/2015	Contd.	100

10. Location of the campus and area in sq. mts.:

Plot No.4,5,6 and 7,Kothwan,New Bailey Road,Danapur ,Patna

Total land area: 4150.00 sq. mts. Total built up area: 2702.36 sq.mts.

11. Number of teaching and non-teaching position in the Institution:

Sanctioned by the Management/society as authorized body:

	<u>Teaching faculty:</u>	<u>Male</u>	<u>Female</u>
i.	Associate Prof.	02	02
ii.	Asst. Prof.	02	10
	<u>Non-Teaching staff</u>	<u>Male</u>	<u>Female</u>
		08	0
	<u>Technical staff</u>	03	--

12. Qualification of the teaching staff:

	<u>Asso.prof.</u>		<u>Asst.prof.</u>	
	Male	Female	Male	Female
i. Ph.D :	02	02	--	--
ii. PG :	--	--	02	10

13. Furnish the number of the students admitted to the college during the last four Academic years.:

	<u>2012</u>		<u>2013</u>		<u>2014</u>		<u>2015</u>	
	M	F	M	F	M	F	M	F
SC	03	04	04	05	03	05	03	05
ST	00	00	00	00	00	00	00	00
OBC	12	14	13	15	11	16	15	15
General	07	59	10	53	10	54	07	54
Others	00	01	00	00	01	00	01	00

14. Details on students enrollment in the in the college during the current academic year:
100 students from the same state.

15. Unit Cost of Education

(Unit cost= total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) Including the salary component _ Rs.72108.00

(b) Excluding the salary components _ Rs. 34590.00

16. Provide Teacher-student ratio for each of the programme/course offered . 1:12

17. Is the college applying for

Accreditation : Cycle 1 cycle 2 cycle 3 cycle 4

Re-assessment:

The college has applied for IEQA and same has been approved by NAAC vide letter no. NAAC/CAPU/East/BRCOTE24891 DATED 15.02.2016.

18. Date of accreditation(applicable for cycle 2 ,cycle 3 ,cycle 4 and re-assessment only) :SSR being Submitted.

19. Number of working days during the last academic year: 295

Number of teaching days during the last academic year : 190

(Teaching days means days on which lectures were engaged excluding the examination days)

20. Date of establishment of Internal Quality Assurance Cell (IQAC)

The Internal Quality Assurance Cell (IQAC) of the college has been recently setup which plays a vital role in ensuring quality in education through various quality enhancement measures and monitoring mechanism. Even before the formation of IQAC, college had regular monitoring of the teaching, workload and sports activity. The college has been tirelessly striving to upgrade the performance of students especially in the examination. The college has Monitoring Committee, Moderation Committee, and Academic Development Committee which looks into their Internal Assessment problems. Besides this, all the results of the students are analyzed from time to time, and their parents are also informed.

21. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC. :NA

22. Any other relevant data (not covered above) the college would like to include.(Do not include explanatory/descriptive information) :No

Criterion I : Curricular Aspects

1. Does the College have a stated

Vision	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Mission	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Values	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Objectives	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2. Does the college offer self-financed Program ?

Yes No

If Yes,

a) How many programmes	1
b) Fee Charged for B. Ed Programme	95,000/-

3. Number of Programmes offered under

- a. Annual system
- b. Semester system
- c. Trimester system

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

curriculum development/

Yes No

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

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

B. Ed.

6. Are there Programmes offered in modular form

Yes No

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

Yes No
 Number

8. Are there Programmes with faculty exchange/visiting faculty

Yes No

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

Heads of practice teaching schools	Yes	<input checked="" type="text"/>	No	<input type="text"/>
Academic peers	Yes	<input checked="" type="text"/>	No	<input type="text"/>
Alumni	Yes	<input checked="" type="text"/>	No	<input type="text"/>
Students	Yes	<input checked="" type="text"/>	No	<input type="text"/>
Employers	Yes	<input checked="" type="text"/>	No	<input type="text"/>

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

15. Is there any mechanism to obtain?
Feedback on curricular aspects from
- a. Academic Peers : Yes
 - b. Alumni : Yes
 - c. Students : Yes
 - d. Employers : Yes
 - e. Any other : Yes

Criterion II: Teaching-Learning and Evaluation

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

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

Students from destitute poor family will be given weight ages
(If more than one method is followed, kindly specify the weight ages)

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

- a) Date of start of the academic year : (2015-2017), July 2015
- b) Date of last admission : 25.05.2015
- c) Date of closing of the academic year : May 2017
- d) Total Teaching days : 196 days per year
- e) Total working days : 215 days

3. Total number of students admitted:

Programme : **B Ed**

Number of students			Reserved			Open		
M	F	Total	M	F	Total	M	F	Total
20	80	100	19	20	39	07	54	61

4. Are there any overseas students? If yes, how many? : Nil

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

- a) Unit cost excluding salary component : Rs. 34590/-
 b) Unit cost including salary component : Rs. 72108/-

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	75	55	65	55

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

8. Does the institution develop its academic calendar? : Yes

9. Time allotted (in percentage):

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	54%	24%	22%

10. Pre-practice teaching at the institution:

- a) Number of pre-practice teaching days : day
 b) Minimum number of pre-practice teaching lessons given by each student Lesson

:

11. Practice Teaching at School:

- a) Number of schools identified for practice teaching : school
 b) Total number of practice teaching days: day
 c) Minimum number of practice teaching lessons given by each student: Lesson Plan

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

No. of Lessons in simulation	No. - 10	No. of Lessons Pre-pradice teaching	No. - 4
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation :

Yes No

Student – theory evaluation is made now and then.

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

Programmes	Internal	External
B.Ed.	20%	80%

16. Examinations

- a) Number of sessional tests held for each paper
3 tests (Preparatory), 2 model tests are conducted :
- b) Number of assignments for each paper
5 assignments per paper :

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

Particulars	Yes	No
Computers	yes	25
Intranet	yes	Wi-fi
Internet	yes	07
Software / courseware (CDs)	yes	27
Audio resources	yes	01
Video resources	yes	02
Teaching Aids and other related materials	yes	
Any other (specify and indicate)		

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

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

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

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

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

Compulsory Optional

CRITERION III : RESEARCH, DEVELOPMENT AND EXTENSION

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

Number	05	<input type="checkbox"/>	30 %
--------	----	--------------------------	------

2. Does the Institution have ongoing research projects?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

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

04

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

(Mark for positive and × for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing Secretarial support and other facilities
- Any other (specify and indicate)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

Yes No

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

- a. PhD., – 02
- b. M.Phil., –

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

Yes No

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

	Yes	No	Number
International journals	–	–	–
National journals- referred papers non referred papers	Yes	–	02
Academic articles in reputed magazines/news papers	Yes	–	01
Books	Yes	–	03
Any other (specify and indicate)	Yes	–	05

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

Yes No

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

	Faculty	Students
National seminars	07	02
International seminars	–	–
Any other acadgemic forum	YES, Library Advisory Committee Grievance cell, Academic Committee Placement Cell, Examination Cell	Alumni Association Co-curricular cell Fine Arts Club English Club Sports Club

11. What types of instructional materials have been developed by the institution?(Mark for Yes for no)

- Self-instructional materials.
- Printed materials.
- Non-print materials (e.g. teaching aids/audio-visual, multimedia, etc.).
- Digitalized (Computer aided instructional materials).
- Question bank
- Any other (specify and indicate)
- Research tools are provided.
- The college provides technological hardware and software materials, audio visual, multimedia etc.
- Current events are updated by the use of internet

12. Does the institution have a designated person for extension activities?Yes No

The nature of the post

- Full-time Part-time - Physical Director or as nominated.
- Patr time - Environment and First aid and lecture
- Additional charge - Nominated staff for cultural and associated events

13. Are there NSS and NCC programmes in the institution?Yes No **14. Are there any other outreach programmes provided by the institution?**

- Carrier Guidance Yes No
- First-Aid Yes No
- Personality Development Yes No
- Cultural Activities, competitions Yes No
- District level Debate, Quiz, Sport etc. Yes No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on CampusYes No **16. Does the institution provide consultancy services?**Yes No

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

: No paid consultancy

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

Local level	YES
State level	YES
National level	—
International level	—

CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES**1. Built – up Area (in sq.mts) :**

2702 sq. mts.

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

- | | | |
|---|---|-----------------------------|
| a) Methods lab | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| b) Psychology lab | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| c) Science Lab (s) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| d) Education Technology lab | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| e) Computer lab | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| f) Workshop for preparing Teaching aids | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

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

Yes No

Number

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

5. What is the Amount spent on maintenance of computer facilities during the previous academic year :

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

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

8. Has the institution developed computer aided learning packages? :

9. Total number of posts sanctioned :

Open Reserved

	M	F	M	F
Teaching	4	12	—	02
Non-teaching	11	07	03	03

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	—	—	—	—
Non-teaching	—	—	—	—

11. a. Number of regular and permanent teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	02	10	—	02
Readers	01	02	—	—
Professors	01			

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

	Open		Reserved	
	M	F	M	F
Part time teacher	—	—	—	—
Readers	—	—	—	—
Professors	—	—	—	—

c. Number of teachers from

Same state	13
Other state	03

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed., (100)	1: 12

13. a. Non-teaching staff :

	Open		Reserved	
	M	F	M	F
Permanent	08	04	03	03
Temporary	—	—	—	—

b. Technical Asst.

	Open		Reserved	
	M	F	M	F
Permanent	03	03	—	—
Temporary	—	—	—	—

14. Ratio of Teaching-non-teaching staff :

2 : 2.25

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

53%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days 10:00AM — 5:00PM

On holidays 11:00AM — 2:30PM

During Examinations 10:00AM — 5:00PM

18. Does the library have an Open access facility?

Yes No

19. Total collection of the following in the library

a. Books

- Textbooks 7721

- Reference books 85

b. Magazine	10
c. Journals subscribed	
- Indian journals	20
- Foreign journals	01
d. Peer reviewed journals	–
e. Back volumes of journals	05
f. E-information resources	
- Online journals/e-journals	01
- CDs/DVDs	17
- Audio Cassettes	05
- Data Base -1	07

20. Mention the

Total carpet area of the Library (in sq. mts)	2462 Sq.fit
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to initiate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>

Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation/information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes No

24. Furnish information on the following:

Average number of books issued/returned per day	<input type="text" value="30"/>
Maximum number of days books are permitted to be retained	
By the students	<input type="text" value="07"/>
By the faculty	<input type="text" value="15 days"/>
Maximum number of books permitted for issue	
For students	<input type="text" value="03"/>
For faculty	<input type="text" value="05"/>

Average number of users who visited/ consulted per month 44

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled 30 : 01

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

7.5%

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

Articles	2012-13		2013-14		2014-15	
	number	Total Cost Rs.	number	Total Cost Rs.	number	Total Cost Rs.
(i) Text Book & (ii) General Book	254	50,200.00	345	54,320.00	281	52,345.00
(iii) Journals/Periodicals/ Magazines	05	3,250.00	03	2,500.00	07	4,500.00
(iv) Reference Books	10	1,500.00	20	3,100.00	25	3,700.00
(v) Newspaper, Weekly, Monthly	06	660.00	06	660.00	05	550.00
Dictionaries	07	2,800.00				
Encyclopedia	05	7,500.00				

CRITERION V : STUDENT SUPPORT AND PROGRESSION

1. Programme wise “dropout rate” for the last three batches.

Programme	Year 1	Year 2	Year 3
B.Ed.,	–	–	–

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

Yes No

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

12

3. Does the institution offer Remedial instruction?Yes No **4. Does the institution offer Bridge courses?**Yes No **5. Examination Results during past three years (provide year wise data)**

	UG		
	2012–13	2013–14	2014–15
Pass percentage	100%	100%	100%
Number of first classes	93	96	95
Number of distinctions	07	04	05
Exemplary performances (Gold Medal and university ranks)	–	–	–

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

	2012-13	2013-14	2014-15
NET	–	–	–
SLET/SET	–	–	–
Any other (TRB selection	–	–	–
Other govt. department	15	18	20

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

Financial Aid	2012-13	2013-14	2014-15
(i) Govt. Scholarship	19	17	21
(ii) Merit cum-means scholarship	–	–	–
(iii) Fee concession	14	17	15
(iv) Loan facilities	02	–	–
Any other (Specify and indicate)	–	–	–

8. Is there a Health Centre available in the campus of the institution?Yes No **9. Does the institution provide residential accommodation for Faculty.**Faculty Yes No Non teaching staff Yes No **10. Does the institution provide hostel facility for its students?**Yes No **11. Does the institution provide indoor and outdoor sports facilities?**Sports fields Yes No Indoor sports facilities Yes No Gymnasium Yes No **12. Availability of rest rooms for Women:**Yes No **13. Availability of rest rooms for Men:**Yes No **14. Is there transport facility available?**Yes No **15. Does the institution obtain feedback from students on their campus experience?**Yes No

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter – collegiate	<input checked="" type="checkbox"/>		01	<input checked="" type="checkbox"/>		03
Inter – University	–	–	–	–	–	–
National	–	–	–	–	–	–
Any other (specify and indicate)	<input checked="" type="checkbox"/>		03	<input checked="" type="checkbox"/>		04

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	–	–
Regional	01	–
National	–	–
International	–	–

18. Does the institution have an active Alumni Association?

Yes No

If yes, give the year of establishment :

2009

19. Does the institution have student association/council?:

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	15%	17%	18%
Employment (Total)	65%	67%	61%

Employment	2012-13 (%)	2013-14 (%)	2014-15 (%)
Teaching	70%	73%	60%
Non teaching	12%	14%	10%

23. Is there a placement cell in the institution?

Yes No

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

2012-13	2013-14	2014-15
18	21	15

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

Academic guidance and Counseling Yes No

Personal Counseling Yes No

Career Counseling Yes No

CRITERION VI : GOVERNANCE AND LEADERSHIP**1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee?**Yes No

Yes, the institution has a functional Internal Quality Assurance Cell. The Principal is the head for the Internal Quality Assurance Cell. Under the Chairman, Principal of the college and faculties are working to ensure and achieve the highest quality.

2. Frequency of meetings of Academic and Administrative bodies:

Last year

Governing body / Management	Quarterly/As and when required
Staff Council	One meeting per month
IQAC/Or any other similar body/Committee	Quarterly
Internal Administrative bodies contributing to quality improvement of the institutional processes. (Mention three most important bodies)	1. Examination Committee 2. Library Advisor committee 3. Grievance & Redressal cell

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

Loan Facility (The college helps in getting loan)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Medical Assistance	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Insurance	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Any other (Specify)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

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

0	0	2
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5. Furnish the following details for the past three years.

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

—

- b. Number of teachers who were sponsored for professional development programmes by the institution

➤ National

0	0	2
---	---	---

➤ International

0	0	0
---	---	---

- c. Number of faculty development programmes organized by the institution.

0	0	1
---	---	---

- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution:

0	0	3
---	---	---

- e. Research development programmes attended by the faculty:

0	0	1
---	---	---

- f. Invited/endowment lectures at the institution :

0	0	3
---	---	---

Any other area (specify the programme and indicate) : - —

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

- | | | | |
|----|---|---|--|
| a. | Self-appraisal | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| b. | Student assessment of faculty performance | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| c. | Expert assessment of faculty performance | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| d. | Combination of one or more of the above | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| e. | Any other (specify and indicate) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

**7. Are the faculty assigned additional administrative work?
If yes, give the number of hours spent by the faculty per week:**

The faculty assigned additional admin. Duties such as Examination duties, Invigilator, Admission, Inspection etc. Time spends as per requirements.

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

- | | | | |
|---|----------------------------------|---|-----|
| ➤ | Grant-in-aid | : | Nil |
| ➤ | Fees | : | Yes |
| ➤ | Donation | : | Nil |
| ➤ | Self-funded courses | : | Nil |
| ➤ | Any other (specify and indicate) | : | Nil |

9. Expenditure statement (for last two years)

Total sanctioned Budget	2013-14	2014-15
% spent on the salary of faculty	41%	42%
% spent on the salary of non-teaching employees	8%	9%
% spent on books and journals	6%	7%
% spent on developmental activities (expansion of building)	15%	20%
% spent on telephone, electricity and water	3%	4%

% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities etc.	2%	2.5%
% spent on maintenance of equipment, teaching aids, contingency etc.	1%	2%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2%	2%
% spent on travel	5%	1.5%
Any other (specify and indicate)	–	–

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

Surplus	Deficit
<input type="text" value="—"/>	<input type="text" value="—"/>
<input type="text" value="—"/>	<input type="text" value="—"/>
<input type="text" value="—"/>	<input type="text" value="—"/>

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

External financial audit mechanism is conducted by a registered Chartered Accountant firm

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

- Administration Yes No
- Finance Yes No
- Student Record Yes No
- Career Counselling Yes No
- Aptitude Testing Yes No
- Examinations/Evaluation/ Assessment Yes No
- Any other (specify and indicate) Yes No

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

- a) for teachers : Yes
- b) for students : Yes
- c) for non - teaching staff : Yes

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

3. What is the percentage of the following student categories in the institution?

sl.	Category	Men %	Women %
a	SC	3%	5%
b	ST	–	–
c	OBC	15%	15%
d	Physically challenged	–	–
e	General Category	8%	54%
f	Rural	20%	35%
g	Urban	5%	40%
h	Any other (specify)	–	–

4. What is the percentage of the staff in the following category ?

sl.	Category	Teaching staff %	Non-teaching staff %
a	SC	–	–
b	ST	–	–
c	OBC	20%	15%
d	Women	75%	45%
e	Physically challenged	–	–
f	General Category	80%	85%
h	Any other (specify)	–	–

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

Category	At admission		On completion of the course %	
	Batch I	Batch II	Batch I	Batch II
SC	8	8	8	8
ST	–	–	–	–
OBC	27	30	27	30
Physically challenged	–	–	–	–
General Category	64	61	64	61
Rural	45	47	45	47
Urban	55	50	55	50
Any other (specify)	–	–	–	–

D. Declaration by the Head of the Institution

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

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

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



Place: *PATNA*

Date: *04.08.2016*

Signature of the Head of the institution
with seal:
Principal

R.P.S. Teacher's Training College
New Bailey Road, Patna-801503

Criterion II: Teaching -Learning and Evaluation**2.1 Admission Process and student Profile****2.1.1. Give details of the admission process and admission policy of the institution?**

2.1.1. Give details of the admission process and admission policy of the institution? Criteria for admission: The students with 50% marks in graduation or post graduation are eligible to apply for admission in B.Ed. course. In the case of SC, ST, OBC students, the eligibility condition is 45% marks in graduation or post graduation. The students are admitted in B.Ed. course on the merit basis, taking consideration of reservation policy and other rules of State Govt. As per the policy of the State Government, the College admits students based on the entrance test merit in the qualifying examination for admission into B.Ed. Programme. The eligibility as prescribed by NCTE for B.Ed. Programmes is followed strictly. The reservation policy of the State Government is being followed.

Role of College admission committees:

The Institution has the separate and specific admission committee for B. Ed. Committee has one convener, three teacher members. The committee go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, University and State Govt.

Criteria for admission:

The students with 50% marks in graduation or post graduation are eligible to apply for admission in B.Ed. course. The students are admitted in B.Ed. course on the merit basis. The entrance examination is conducted by the college. The students are admitted purely on the basis of their performance in the merit examination. The committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, University and State Govt..

2.1.2. How are the program advertised? What information is provided to prospective students about the program through the Advertisement and prospectus or other similar material of the institution?

The program i.e. B.Ed. offered by the institution advertised through the leading newspapers, Prospectus, website, notice board of the College. All advertisements through print as well as through website by the institution make clear the location of the college, transport facility/connectivity, seats available, salient features of the institute, facility available in the campus and faculty status and results of the previous years. The prospective students have all essential information in the prospectus. In information brochure, institution has made a clear message about its vision, ambition of the management and administration towards selfless service to the society through teacher education. The course structure, faculty with their excellent academic record, methodology adopted, cultural and social perspectives of activities undertaken, co-curricular activities, remarkable winner student teachers of the institution in inter college competitions, all important festivals i.e. Dipawali, Holi and events like talent search competition, international women's day, world

environment day are celebrated in the campus, Training in skills, schedule of all academic and curricular parts of the institution are shared with prospective students in the prospectus. It helps them to comprehend the vision, methodology, all teaching-learning activities and academic environment of the institution and facilitate them to make their decision.

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

The Institution has specific admission committees to monitor admission decisions for B. Ed. courses. The admission committee members and convener remain vigilant on handbook of information, circulars of the NCTE, State Govt. and University. All the information and decisions regarding admission procedure and fees are displayed on the college notice board and an information centre, counseling hall for admission in B.Ed. has been in practice since its first session to facilitate the students. Information centre remains active from 9:30 am to 4:30 pm. during the admission process. All the information related to admission are kept under strict security and the committee ensures that no discrimination of any type is taking place during the entire admission process. However laid down reservation procedure are adhered as per University/NCTE norms.

2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution?

The institution has a privilege of its location, that's why its student fauna has diverse backgrounds. The student-teachers from different economic, cultural, religious, linguistic backgrounds and physical challenges enjoy their individuality in harmony of great diversity in institution's academic environment. The following strategies are in vogue for the great cause:

1. The Institute assists the economically weaker student teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them through book bank. The uniform and transport aid are also provided.
2. Religious festivals and events are celebrated by student teachers for integration of their faith and believe. Every student is encouraged to share and represent her culture and sect in various cultural activities as well as in morning assembly; Dipawali, Holi and Christmas are celebrated in the institution.
3. The college has a women education encouraging and endorsing environment. The female student teachers are being ensured that they have their voice to share and raise the issues regarding campus experience with girl student's advisor, women cell in-charge and their concerned tutors.
4. Institute has a conducive academic environment for the expression, joyful study and celebration of life for the female student-teachers through various cultural and co-curricular activities.

2.1.5. Is there a provision for assessing student's knowledge/need and skill before the commencement of teaching program? If yes give details on the same.

Yes, the institution has following provisions for assessing student's knowledge / needs and skills before the commencement of teaching program:

1. Orientation Program:

Every academic session begins with the orientation program. The teacher Educators introduces the nature and structure of teaching subject options to the students. The students-teachers have an opportunity in the program to share their views, to make quires and discuss their point of view regarding the course structure and schedule. In this program, an intimate and cordial relationship develops between student teachers and teacher educator. It facilitates the institution to judge the knowledge, needs and skills of student-teachers. Exposure to school environment and school-teacher student interaction meet helps for accessing student's knowledge. If need arises students are provided with an opportunity to interact with subject teacher from the school. Remedial material is also provided to bridge the gap, if required at this stage.

2. Talent Hunt:

Every year institution organizes the talent search competition just after the admission process completion. It has various segment like-dance, poetry, speech, singing, painting, Rangoli, best out of waste, mono-acting and mimicry. The performance of the student teachers provides a realistic picture of person, their knowledge, specific skills and needs.

2.2 Catering to diverse Needs

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

The institution provide an effective and conducive learning environment to the student teachers for their better learning and overall development for providing ambience conducive to learning including social, moral, cultural and academic aspects of personality. Student teachers are trained enough to compete with all the challenges in the modern era. Through the effective implementation of the curriculum, the Magadh University, Bodh Gaya provides best services to the student teachers for better learning environment. The faculty members use various teaching methods according to the needs of the students. If student Teachers find any difficulty in the way of learning, the hurdles are removed by the concerned teacher educator by adopting suitable method. The institution has the facility of well equipped Education Technology Lab, Computer Lab and updated library where student teachers are given instruction & knowledge as per their requirements. Faculty is self motivated to use various kinds of teaching aids such as chalk board, chart, model, pictures, internet, transparencies, OHP, and computers in the classroom for the effective presentation of the content matter. Student teachers are also given first-hand experience in preparation and handling of various kinds of audio visual aids. Each student teacher prepares teaching aids including charts, models, slides, transparencies, chalk, duster, pointer, flash board and power point presentation in each teaching subject. Student teacher is also encouraged to use more & more teaching aids in their actual classroom teaching or at practice teaching. All the student teachers are trained well enough to handle the modern technological aids in their class room teaching. They are trained about handling computers, OHP, Slide Projector, LCD Projectors, and Internet etc. The institution also provides environment to the student teachers where not only the academic growth of the student teachers become possible but also their cultural, social,

intellectual, moral, mental & professional growth are also taken in to consideration. The institution organizes various cultural program from time to time for developing all the aspects of personality of the student teacher. In these program student teacher are encouraged to participate and organize the whole activities. The faculty serves as guidance force for them. All the activities of the program are managed by the student teachers. Various inter house competitions are also organized at the college level for the student teachers to foster sense of competitions among them. The important program/day celebrated at college level are:-

- Celebration of National Days - Independence day, Republic day, Women's day, World AIDS day, Teachers Day, Anti Tobacco day, Environment day and Science day etc.
- Celebration of Important festivals and Cultural events of different religions - Holi, Dipawali, Id, Christmas etc.
- Inter-house debate and extempore competitions.
- Organizing of Educational activities like Chalkboard writing competition, transparencies competition, speech and poetry competition.
- Mantrocharan & Shalok Pratiyogita.

Along with all the competitions regular, morning assembly is also organized at the institution. The morning assembly is organized for all days in a week. Through morning assembly the institution tries its best to inculcate the moral & spiritual values among the student teachers. It is compulsory for every student teacher to participate in the morning assembly and to perform any activity according to her interest. All these activities are included to foster some moral, social, spiritual & national values among the student teachers. Besides all this student teachers are encouraged to participate in the various competitions & workshops etc held at other colleges, where our student teachers got remarkable achievements. Some other activities organized for their personality development are community participation, games & sports, work experiences, classroom seminar, extension lectures etc.

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

Special emphasis is placed on Remedial Teaching. This is attempted through formal & informal counseling. Not only weak but advance learners are also given attention properly. Some such measures taken are:

- Remedial classes for weak and needy student-teachers.
- Issuing books to student-teachers during annual examinations.
- Organizing the Extension Lectures by prominent educationist.
- Individual based learning assignment and projects are assigned to the student- teachers.
- Student-teachers need for academic areas are discussed through the tutorial and are also provided with remedies
- Feedback & remedial measures are taken after every class / unit test and house examination.
- Proper orientation about examination and evaluation system.
- Appropriate demonstration is given to the student teachers for model lessons in different skills & teaching practices etc.
- Pre-examination counseling is given to SC/ST and OBC students.

- Extra classes, Spoken English classes, issuing books during annual examination, arrangement of seminar, Organizing Extension Lectures etc., are offered to the needy students. Special attentions are paid to advance learner and they are being guided properly.

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

The Curriculum provides remedial teaching for slow learners and socially less privileged students and the tutorial system is for all the students. Provision of selecting of special papers such as environmental science etc.. There is a wide scope of diversity in the teaching – learning process along with its equity in the B. Ed. curriculum. There is a lot of diversity of the subjects in the curriculum such as education philosophy Education Psychology, Education Technology & various teaching subjects and all these subjects equally work for effective teacher training. The curriculum has various activities through which diversity and equality in teaching-learning process is reflected. Student teacher are also provided a training how to understand the equity and diversity of student teachers in their Micro Teaching group in which they have to play the role of student, teacher and observer. Other curriculum oriented activities are:-

- Preparation for practice teaching.
- Provision of selecting special papers.
- Practice on Personality Profile of student.
- Need for selection of different method and media.
- Lesson Planning.
- Developing core teaching skill through simulation.
- Observation & discussion of demonstration lesson.
- Pedagogical content analysis.
- Observation & supervision at practice teaching.
- Interaction & Participation within community.
- Educational Tours.
- Extension Lectures.
- Provision for work experience.
- Creating learning situation through tutorials.
- Houses are formulated to cater every need of the lesson.
- Organizing various class test, class seminar & demonstrations Etc.

2.2.4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs?

Under the tutorial system, the total students have been divided into the groups and placed under the teacher educator to get guidance and counseling. The institution has well qualified and experienced faculty. Most of the teachers are appointed by selection committee. Staff has Ph.D., M. Phil degree in education. Student feedback is also taken on prescribed Performa regarding teaching of all faculty members. All the faculty

members are encouraged to attend seminar, workshop, conference etc. Teacher educator are prepared to manage diverse learning needs of students through visit to schools of different kinds, orientation to different teaching methods, and demonstrations by experienced teachers. Teaching Practice plans are developed in collaboration with schools. During meetings with school Heads, the educational needs of the schools and the policy directions are communicated. School teachers are oriented about guiding and assessing student performance. The methodology teachers interact with guide teachers, observe and guide student performance in teaching and other areas. Feedback covers - lesson plan, teaching, questioning, evaluation, blackboard work, use of aids, class management, pupil participation and teacher behavior. The scheme of evaluation is made known to students at the beginning of the session. Students' performances in tests are followed-up by teachers; doubts are clarified and necessary feedback is given to the students and teachers.

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 college provides a wide variety of such practices which enables student-teachers to be innovative & skillful and adopt human values. Some activities are:

1. Organizing daily morning assembly where all the faculty members and student teachers assemble for prayer and other assembly activities. The morning assembly includes following activities:
 - Prayer
 - Thought of the day
 - View of eminent personality on values, education or any national concerns.
 - Preparation of self composed of inspired poetry
 - Daily news
 - Bhajans/Devotional Song/Patriotic Song
 - National Anthem
2. Organizing various social and cultural programme
3. Celebrating days of national, international and social importance Such as Republic Day, Independence Day, Women's day, Diwali, Holi, Teachers Day, Science day etc.
4. Organizing Extension Lectures
5. Daily display of thought of eminent thinkers & Educationist on display board.
6. While organizing any activities / function at college level student teachers are assigned duties / responsibilities to provide them opportunity to organize various activities under the supervision of the concern tutor.
7. While organizing various competitions at college level student teachers are assigned different responsibilities.

8. In maintaining the greenery at the campus student teachers are motivated to plant tree and flowering plants and also they are assigned duties to protect them.
9. Student teachers are also motivated by organizing Extension Lectures
10. Student teachers are provided guidance & counseling service by faculty members.
11. The student teachers are given orientation in different types of disabilities, identification, causes and prevention. The student teachers are also given lesson on how to help disabled children in the classroom and at home.
12. Organizing Yoga Camp/Reiki/Art of living /Orientation programme Thus all the above mentioned practices help the student teachers to develop knowledge & skills related to diversity and inclusion & apply them effectively in the classroom situation.
13. Provided to help slow learners and advance learners.
14. Remedial/Bridge Classes and appropriate counseling.

Departments, through a combination of academic and co-curricular activities encourage the advanced learners to optimize their potential.

There are many prizes and awards which are sponsored by college management and society, few of them are mentioned below:

Raghunath Prasad Sharma memorial prize of Rs.1100/-and citation awarded to the best student all-rounder of the year.(Instituted by Dr Kumar Puspanjay in memory of his father.)

Raghunath Prasad Sharma memorial prize of Rs.1100/- and citation awarded for overall excellance in academic,education and conduct .(Instituted by Kumar Pritanjay in memory of his father.)

2.3 Teaching -Learning process

2.3.1 How does the institution engage students in “Active Learning”?

Some of the measures attempted are :-

- Individual projects
- Extensive use of library for self study
- Preparation of teaching Aids
- Use of ICT
- Construction of knowledge through Internet.
- Learning in peers
- Conducting Internship in various schools to provide practical training.

The College organizes three day orientation program at the commencement of each academic session.. During this program, students are explained the syllabus, the philosophy of Teacher Education, facilities of the college, Practice Teaching, Micro Teaching and on the last day Methods of Teaching subjects is finalized. The college starts with the theory classes for a month. This is followed by 10 days of Micro Teaching sessions. Each student was given 2 lessons per skill. The skills are practiced by, Probing & Questioning, Illustration with Example, Stimulus Variation, and Reinforcement. Besides these, each student is given practice in Black Board Writing Skill. Each faculty gives two Demonstration lesson per Teaching Subject. Now, students prepare for the first round of Practice Teaching, about 20 students go in each school for 20 days. Each lesson is checked and supervised by the Method Teacher. Again theory classes are held for one month and students are required to submit charts made during the first round of practice teaching to the college. Then midterm test is held. Student Teachers take part in Inter House cultural activities and social service camps. The social service camps are held in nearby villages. The second round of practice teaching of 20 days follows this. This is also organized in the same way as the first round of Practice Teaching. Again theory classes are held for one month. The University conducts the Computer Practical exam. The medium of instruction is Hindi/ English. The total working as well as Teaching days is 185. The pre-practice teaching days are 10 and practice teaching days are 40. The Institution engages the students in "Active learning" through library facilities, individual assignments, team teaching, role playing, practice teaching, seminars practical's and instructional material.

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?

Keeping in view the student centered learning; the college always aims at the overall development of personality of the student teachers which includes social, cultural, intellectual, mental, academic and physical development, so as to make effective & competent teacher as well as vigilant and valuable citizen. A variety of programme has been organized and planned by the college to follow the student centered approach, which are mentioned as under:-

- Allowing students to construct his/her knowledge by providing facultative environment such as Computer, Internet etc.
- Forming Self help group to solve their own problems
- Constituting Houses to organize academic and Co-curricular activities.
- Exposing students to visit Schools and teachers for learning.
- Adopting students to various teaching methods like project method, problem solving method seminar etc.
- Involving students in management related activity.

Learning is made student centered by involving them in action research, case study, project method, field trip, extension activities, Group discussion method, play way method, problem solving method furthermore.

1. Almost every student teacher is invariably involved in various activities/programme of the college for developing their talent in the field of their interest. Student teachers participation in various activities is ensured through the organization of morning assembly.
2. Tutorial groups and guidance & counseling cells are established to solve the student teachers academic, personal , career and social problems.
3. Every faculty member caters the needs of the student teachers while developing the content matter in classroom. As per the need of the student teachers the teacher educator changes his/her methodology and uses various teaching aids to make concept easy & understandable to the student teachers.
4. Teachers educators precisely diagnose the problems of the student teacher by oral testing, written test, class test and house examination and then provide them necessary remedies accordingly.
5. Seminars, projects and case studies are conducted by the student teachers themselves under the guidance of the respective teacher educators.
6. Student-teachers are motivated to visit library regularly to keep them updated by reading newspaper, magazine, journals, reference books & periodicals etc.
7. Regularity, punctuality and discipline in the college are maintained by a body of student teachers and discipline committee as well.
8. Extension lectures & competitions are organized to cater the student teacher need.
9. Training in handling hardware and software is also provided to the Pupil-teacher's in order to meet the requirements of the modern classroom. During this training, student teachers are taught about the use of OHP & LCD projectors using CD-ROM or DVD and T.V. in the class room.
10. Student-teachers are offered a variety of options in all the optional papers where student teachers are free to choose any option as per the requirement or interest.

2.3.3. What are the instructional approaches and experiences provided for ensuring effective learning? Detail any innovative approach / method developed / used.

At this college integration of traditional as well as modernize methodology of instructions are used to impart the instruction & providing various learning experience to the student teachers. Instructional approaches like heuristic method, use of modern technologies, interaction, models, project method, problem solving method, experimentations, e-learning method etc. are used in the Institute to provide sufficient scope for effective learning. Besides, special practice sessions are engaged to:

- Provide practice in writing specific objectives.
- Reflect upon how assessment can best use for ensuring effective learning.
- Understanding finer details of video presentation during post viewing session.

- Critically analyze good & bad practices of teaching after viewing video lectures on the topic.
- Providing strategy for better integration of different teaching skills after microteaching session.

The practical work is carried out with the active participation of student teachers. Student teachers are engaged in work experience, preparing charts, models, usage of waste material and community services, actual sitting, various cultural & social programme for providing various learning experience to ensure better & effective learning.

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

Though, there is no content on teaching models in B.Ed. curriculum but teaching experiences from different models of teaching provides effective learning experiences to the student teachers. The Institute uses and adopt following methodologies and approach.

1. Pedagogical analysis of the content: In every teaching subject of B. Ed. A provision is made to do pedagogical analysis of the given topics in terms of content/subject matter, behavioral outcome, methods and activities and evaluation devices.
2. Preparation of Lesson plan: Students are supposed to prepare lesson plan based on models of teaching. Various instructions are taken care while preparing lesson plan before teaching. Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology, use of various A.V. aids, how to present the content matter, dealing with the students, controlling classroom activities, using chalkboard etc. are discussed in detail.
3. Student-teachers are provided with adequate training in delivery of model lesson presentation before starting their micro-teaching and teaching practice in the schools. Before the commencement of micro teaching lessons student-teachers are well known about the micro teaching, its concept, requirement & various teaching skill. Demonstration lesson in each skill and in each teaching subject is presented before the student teachers by the teacher educators. During this micro teaching session, every student-teacher prepares and delivers eight micro lessons each teaching subject and then four Comprehensive lessons and two discussion lessons in simulation.
4. Besides all the student-teachers have been well oriented about various kinds of methods and strategies in the theory of their relevant teaching subjects. Efforts are on to train the students to teach through e-learning material.

2.3.5. Does the student teacher use micro teaching technique for developing teaching skills? If yes, list the skill practiced and number of lesson given by each student per skill.

For making effective and competent teacher we have to foster various teaching skills among the prospective teachers. To inculcate various teaching skills among the student-teachers, our Teacher-Educators use micro-teaching technique. Through the effective use of micro-teaching techniques, all the student-teachers are well trained in the various teaching skills and then with the appropriate integration of these skills, they become good and effective teachers. While using micro-teaching as training technique first of all the student teachers are well oriented about the concept phases and cycle of microteaching. Then detailed information including, meaning component, criteria & observation etc. is provided to them about each skill. After that every teacher educator presents a demonstration lesson on each skill in various teaching subjects. Student-teachers observe this demonstration lesson and then discussion follows where doubts and queries of the student-teachers are removed. After observing the demonstration lesson it is the turn of the student teachers to present their Micro lesson according to the skill assigned. Every student-teachers delivers six micro lessons in each teaching subject for practicing the following teaching skills:

- Introduction of lesson
- Skill of probing Questioning
- Skill of Stimulus Variation
- Skill of Reinforcement
- Skill of Chalk Board writing
- Skill of Class Management
- Skill of spoken English
- Skill of e-teaching and learning

Student-teachers practices a particular skill till she achieves mastery Over the skill. Regular feedback is given to her by her peers and teacher in charge for the improvement. They are trained so well that they gain mastery over the skill.

After getting mastery over various skills student-teachers integrate various skills and deliver two mega lessons in each teaching subject in simulation conditions. These mega lessons have the time duration of 35-40 minutes. Every time, when a student-teacher delivers her mega lesson she gets feedback from her peers & supervisor or teacher in-charge and necessary suggestions are provided to her for the improvement.

Every student-teacher delivers one discussion lesson in each teaching subject in simulation. The duration for discussion lesson is 35-40 minutes. At the end of the discussion lesson, all the strength & weakness of the lesson are discussed by the peer and a group of teacher educators. Every effort has been made to make this lesson a model lesson.

When the micro & mega lessons are completed then student-teachers are sent to the schools for practice teaching, where they present 20 lessons in each teaching subject and one in each teaching subject that means total 40 lessons are presented by each student-teacher during teaching practice.

Above all each student-teacher observes 8 micro lessons and 20 teaching practice lessons delivered by their peers.

2.3.6. Detail the process of practice teaching in schools

While selecting the schools for practice teaching the following process is adopted:

Identification of schools for practice teaching:-

First of all school are identified for the practice teaching of the student- teachers.

Following criteria are kept in mind while identifying the Schools:

- School should be near to the college.
- It should be in easy access of the student-teachers.
- Number of students' strength in the Schools.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition/affiliation of school with the government
- Medium of instructions at the school.

On the basis of above mentioned criteria the detail survey is conducted by the teaching practice committee of the college and then this Committee selects the schools for practice teaching. The co-ordination between staff of selected school and the college committee is maintained with close bonding and strong bi-lateral professional relation with regular communication.

Getting consent from authorities:

After selecting the school for teaching practice the consent of the concerned authorities is taken for availability of schools for teaching practice. For taking consent to conduct practice teaching in government school proper channel is followed.

Division of group & mentor teacher:

After selecting the school for teaching practice and getting their consent, the various student-teachers are assigned to different groups and school. While assigning the schools to student-teachers, various needs & requirements of the student-teachers are kept in mind. Every care has been taken to provide nearby school to the student-teachers. A group comprises of almost 20 student-teachers and one teacher educator as supervisor.

Completion of teaching practice:

Teaching practice session at the schools lasts for 40 day in which student-teachers deliver 40 lessons in all and observe 20 lessons of their peers. Before the commencement of practice teaching, they are also well oriented about the school environment.

Monitoring & Supervision by Teaching Practice committee & HOD:

The smooth and effective functioning of the teaching practice is ensured by the regular visits of the teaching practice committee and the HOD herself. He regularly visits various schools randomly and observes the conditions at the school. During his visit, he meets the head of the school, staff members, and student-teachers and also observes some practice teaching lessons and provides feedback accordingly. He also observe the difficulties faced by the student-teachers at the school and make necessary arrangements to remove/reduce them. Necessary guidance is also provided to the student- teachers and teacher in-charge as per requirements.

Process of Practice Teaching

1. Orientation

Before the commencement of the actual practice teaching at the schools all the student-teachers are well oriented about the rules & regulations of the school, school infrastructure, teaching faculty, school time table, school curriculum & environment etc. so that, they feel themselves as a part as a part of that particular school the teaching practice days.

2. Number of Lessons Delivered by each Student-Teacher:

At practice teaching in schools every student-teacher delivers (presents) 20 lesson in each methodology course. It means total 40 lessons and two (2) discussion lessons are delivered by each student-teacher at practice teaching. The teaching practice session goes for at least 40 days. Therefore, two lessons per day are delivered by each student-teacher.

3. Number of Lessons Observed by Mentor teacher:

For every practice teaching school one teacher educator is assigned the work as supervisor. A supervisor/mentor teacher is assigned a group of almost 10 student - teachers. At practice teaching, a supervisor or mentor teacher observes almost 40 lessons per day.

4. Observation of lessons by peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans:

- Each student-teacher observes 20 lessons in the both methodology courses delivered by their peer and also provide feedback to them.

- At the time of the observation of discussion lesson, all the student- teachers, mentor teacher and school teachers observe the lesson. The discussion lesson is followed by a detailed discussion on the strengths and weaknesses of the lesson delivered by the student teacher. Appropriate suggestions are provided to him/her by peers, mentor teacher & school teachers accordingly.
- Mentor teacher regularly check the lesson plan & observe the practice teaching. He/She write his/her comment & suggestions about the lesson in the lesson plan note-book of he student-teachers.
- School teachers are encouraged to observe the lessons delivered by each student-teacher and provide necessary feedback.

Thus, the process of practice teaching runs smoothly with the active participation of every student-teacher, teacher-educator, schools staff and higher authorities including HOD and Head of the schools.

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

A group of students are attached with the particular school which is selected by the institution. In that school students acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts, and preparation of time table, debits, and competitions.

During Block Teaching period student-teachers participates in daily morning assembly of the school, organize various activities in morning assembly, keep the record of students' attendance, learn how to manage finds other material of the school and also actively participate in the cultural event of the school. They participate in co curricular activities also. In this block teaching student teachers organize morning assembly, sports activities, celebration of important days, various competitions etc.

On the other hand they also watch the teaching procedure with school teacher and each day of block teaching they teach two lessons per day in different classes in the presence of school teacher. Total time for block teaching is 10 days.

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

Yes, in the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes syllabus to be covered, maintaining discipline during practice teaching etc.

Student-teachers are also asked to plan their lessons as per the requirement & syllabus given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. On behalf of student teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self disciplined

environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school.

2.3.9. How do you prepare the student teacher for managing the diverse learning needs of students of school?

The institution prepares the student-teachers for managing diverse learning needs of the students in the school by executing following activities:

- Identifying learning styles of the students.
- Enabling them to apply different methods of teaching.
- Provide knowledge about Child Psychology and individual differences.
- Enabling them to be 'familiar and well oriented with the process of conducting action research, case study, psychological testing etc. By conducting these activities the student-teachers become able to know the diverse needs of the students in the schools.

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

Student-teachers are well trained to use modern technological equipments like computers, OHP, slide projectors, T.V., LCD projector etc. for making teaching-learning process more effective. In this training, they are taught about how to prepare, handle and use various kinds of teaching aids & modern technological equipments. Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations. Before asking student-teachers to use various technological devices in their teaching, teacher-educator demonstrates and use of these devices in his/her lesson and in classroom teaching also. Student-teachers are provided help in selecting topic, content matter and relevant teaching aids where they use technological equipments and make their lesson an effective one.

2.4 Teacher Quality

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

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers.

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the

practice teaching period, On behalf of student-teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self disciplined environment. The student-teachers also write a report of the school plan in which they discuss almost all the aspects of the school. The student-teachers of the institution acquire all the essential teaching skills in classes before they go for practice teaching. Model lessons are demonstrated by the concerned teaching subject in-charge, who has an exclusive comprehension and experience in the subject. Mentor teachers integrate the ICT by using OHP, LCD Projector, power point presentations in orientation classes and demo lessons.

Orientation classes for microteaching and practice teaching have been an integral part of our institution's training process. The student teachers observe, learn and practice through various practice sessions in the institution. They are trained in various skills including preparing lesson plans, formulating behavioral objectives, selection, preparation and handling of appropriate instructional Aids and evaluation techniques, reinforcement skills, chalkboard writing, set-induction, questioning, explaining, illustration with examples and stimulus variation. The mentor teachers also impart the knowledge and skill of observation and feedback mechanism.

On the basis of interaction, between school teacher and student teachers, the course of action means practice teaching plans are developed. The head of the school, staff & mentor teacher discuss, direct and guide the student teachers. Considering the needs, problems and nature of school classes, the student teachers prepare their lesson plan and decide behavioral objectives, do pedagogical analysis, prepare teaching aids, decide teaching learning activities and evaluation techniques in partnership with school staff and mentor teacher.

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

The ratio of student teacher to the identified practice teaching school is 20:1 in general.

First of all school are identified for the practice teaching of the student- teachers.

Following criteria are kept in mind while identifying the schools:-

- School should be near to the college.
- It should be in easy access of the student-teachers.
- Number of students' strength in the schools.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition/affiliation of school with the government.
- Medium of instructions at the school.

On the basis of above mentioned criteria the detail survey is conducted by the teaching practice committee of the college and then this committee selects the schools for practice teaching. The decision of allotment of practice teaching schools to the student teachers and ratio of student teachers to the identified practice teaching school is based upon the following facts:

- a. The total number of students or strength of the practice teaching school available for teaching practice.
- b. The infrastructure-classrooms, chalkboards & other facilities available for student teachers.
- c. The attitude of head & school staff towards practice teaching.
- d. The distance of practice teaching school from college and student teacher's locality or residence.
- e. Whether the school is primary or middle or secondary?
- f. Whether the school is girls school or co-educational?
- g. The transport facility available to the practice teaching school.

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

The mechanism of giving feedback to the students is manual. During micro teaching sessions conducted in simulations, the teacher-educator and the peers provide feedback about the lesson presented by the student-teacher. And also during the practice teaching session, mentor teacher involves head and teachers of practice teaching schools, peer group of student teachers with him for manual observation and to give feedback. From Session 2014-2015 onwards the institution also plans for adopting mechanical mechanism for providing feedback to student-teachers. In this mechanism audio and video recording of the practice teaching lessons are done.

The mechanism adopted by the mentor teacher depends on the subject and nature of the practice lesson. All practice lessons are supplemented with immediate feedback to make the student-teachers aware of the mistakes. The student teachers also make observations of their peer group members. In discussion session, mentor teacher encourages the student teachers to discuss their observations of practice lessons one by one. He creates a positive and motivating environment for feedback and all strength, drawbacks, limitations are discussed and remedial measures are suggested for improvement.

Principal of the institution and head of the school also provide their dynamic feedback during practice teaching to student teachers. The mentor teacher educates and guides the student teachers about what to observe, how to observe and how to give feedback to their peer. The desired classroom interaction and teacher behavior and teaching-learning activities to be organized are enlisted and distributed to all the student teachers to help them in observation and give feedback.

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

The institution's Head involves mentor teachers, school heads and teachers of practice teaching schools, school students and student teachers to ensure that the student teachers are updated on the policy directions and educational needs of the schools. The HOD of the college facilitates the mentor teachers by arranging a prior meeting of head and staff of the practice teaching school with student teacher. He also seeks for permission of D.E.O. and B.E.O for the practice teaching. In the meeting, mentor teacher establish the interaction between both sides. He ensure that all practice teaching head and staff introduced with all student teachers and all the student teachers develop prospective about the vision, methodology, schedule and functioning of the practice teaching school. Mentor teacher come across all the important policies of practice teaching school through discussion with the head and staff of the practice teaching school and make clear to all the student teachers. The teacher educator supervises their daily lesson plan. The feedback received from the head of the school is communicated to all student teacher. The HOD would ensure that proper action is taken on all feedback received from teacher educator, school teacher and head of the school.

2.4.5. How do the student and faculty keep pace with the recent development in the school subjects and teaching methodologies?

The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies. The recent development in school education like 'grading system, concept of smart class and common entrance test for engineering, medical etc. have been discussed with student through wall magazine, morning assembly and discussion.

The members of the faculty are in direct contact with the teachers of different practice teaching school to get acquainted with the change in school education system through meetings and personal interaction. The faculty members are given opportunities to attend and participate in seminar, conferences, workshop and extension lecturer in colleges and Department of Education to keep pace with the recent developments in the school subjects and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use relevant tools and techniques. Before starting actual practice teaching curriculum of concerned education board is provided to the entire student teacher as well as teacher educator. The Institution subscribed various journals, magazines, paper of education fields. All these materials are provided all of them so that they keep pace with recent development in the school subjects and teaching methodologies.

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?

The institution believes in quality teacher education, for which quality teachers are fundamental requirement and the following major initiatives have been taken by the institution to ensure the personal and professional development of the teaching staff

1. Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like M.Phil, Ph.D. in Education and other school subjects.

2. Teachers are provided with computer, internet access facility, library facility. The faculty can avail optimum academic leaves for their research work.
3. Teachers are sponsored to attend the various seminars, workshops, conferences. The institution has a firm faith, that a quality faculty with job satisfaction only can accelerate & enrich the institutional academic excellence.

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

The Institution thrives for excellence in teacher education. It has a strong and spontaneous conviction that we are a family with a single vision-to get acknowledged as a premier institution for teacher education with a difference. This difference can be created by motivating and rewarding the staff members for their endless efforts and appreciable performances in this direction. The HOD and Managing Committee recognize and reward the staff members by following mechanisms:-

1. Increments and incentives for better results in annual university examinations in concerned subjects are given to the staff members.
2. Institution provides recognition by conferring upon the certificates of merit to the teachers for their academic and co-curricular excellence.
3. The faculty members are involved in decision making and they have liberty to share, suggest and introduce novel innovative, constructive, creative ideas in teaching learning process and other co-curricular activities.
4. The institution provides desirable facilities to its good performing staff members i.e. PC for personal uses, internet and fax for their teaching, training, academic and research work.
5. The institution has a transport facility for convenient and comfort travel of its staff members. Almost all staff members use to commute for their duties.
6. The HOD and managing committee have personal equations with its faculty members. This cordial bond ensures the intrinsic motivation among staff members for better results.
7. Incentives, facilities, recognition and personal care and concern of faculty members restore their faith and devotion to the institution.

2.5 Evaluation Process and reforms

2.5.1. How the barriers to student learning identified, communicated and addressed?

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all the necessary measure is taken. The barriers to student learning are checked immediately. The environment of the institution is conducive to the student teachers

potential actualization. All faculty members are motivated and devoted for the welfare of student teacher. The student advisor in charges has a keen watch to make them feel comfortable and contended in term of learning outcome. Student teachers class room problem and campus experience are invited to share by the tutor and all the student teacher in charge. Their requirement, suggestion, needs and problems related to sitting arrangements, books, transport, and canteen facility, medical facility, learning barriers, peer group disturbance or any other personal problem are properly identified and addressed. These problems are solved with the help 15 teachers, principal and the management committee of the college.

The faculty members walk an extra mile for solving the learning problems of student teachers. Personal attention and care of faculty members facilitate all the student teacher to share her learning problem. Faculty member provide remedial teaching, repeat or modify the instructions delivered already and make change in their lesson plans and teaching aids\and methodology. The provision of SUGGESTION BOX and suggestion/observation register also provides an extra space to student teachers to share their view on different learning barriers in campus.

2.5.2. Provide details of various assessment/evaluation processes used for assessing student learning?

The institution practice following assessment/evaluation mechanisms:

- a) Class tests, assignment and report writing are general classroom tools for the assessment in routine teaching sessions.
- b) Project work, practical, class tests and practical are designed and executed for the mid-term evaluation.
- c) Internal assessment is conducted and finalized on the basis of student teachers performance in two house examinations, quality of their project reports, viva-voce and their participation in different curricular and co-curricular activities.
- d) The work education, work experience, community participation are supervised and recorded by the respective teacher in-charges in terms of skills and attitude of the student teachers in these areas for internal assessment.
- e) Skill in teaching are observed & evaluated in a healthy environment in micro teaching session groups & real practice teaching group by the teacher in charge.
- f) External and term end evaluation is done by the university annual exams in theory and practical.

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

Specific needs of low performing, average and excellent performing learner are identified through above mentioned assessment tools and then teaching faculty arrange extra classes for low performing student teachers and special tasks for extra ordinary students for curriculum transaction.

The assessment and evaluation outcomes in house examinations, unit tests and internal assessment are communicated in personal and then remedial sessions are organized to remove the weaknesses and failures in concerned subjects. The teaching methodology and other class room activities are modified accordingly to meet the problems and needs of student teachers identified.

The results of house examinations are also displayed on college notice board also to acknowledge the achievement of students.

2.5.4. How is ICT used in assessment and evaluation processes?

Computers are used for the question paper setting, results recording and analysis. Recently efforts are being made to develop bank of questions in different papers of B.Ed. Students are encouraged to sit on the terminal of the Computer and attempt answering questions. This not only to acquaint students about his/her own achievement but also encourage and promote learning. Computers are also used to record and analyze question papers. The latest policy news, norms of NCTE and University are uploaded in computers for easy references of teachers and students.

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.

At the beginning of the academic year HOD's address is arranged to give general instructions and academic plan of the college to the students. Methods of evaluation, code of conduct are communicated to the students. The printed prospectus gives all the necessary information.

Periodic tests, pre-annual examination are conducted for traditional courses. Students also prepare project where it is necessary. Final examination is conducted by the University. Performance of students in co-curricular and extra-curricular activities is also assessed.

Before the commencement of academic year, a diary is given to all the teachers. It is mandatory for all the teachers to prepare an annual teaching plan & it is communicated to the students. Annual teaching plan is implemented by all the teachers. The progress is checked by HOD and Principal on the last day of every month. Shortcomings/suggestions, if any, are discussed in Faculty-wise co-ordination committee meetings. A copy of individual timetable is also submitted to the office. The syllabus is unitized according to the teaching schedule.

Lecture method of teaching is supplemented with other methods. In these methods, there is greater involvement of teachers and students in the teaching learning process. This is done through drilling method, demonstration method, and use of maps, charts and models. On line teaching method is also used with the help of LCD projector in audio-visual unit. The college is well equipped with media facility. Teachers are taking benefit of these to make their lecture more meaningful and interesting for the students and teachers.

The students after admission are assessed through periodic test, quiz programme, seminar, workshops, terminal examination, viva-voce examination, project work evaluation and University's Theory/Practical examination(s). Examination system is annual. Extra periods are conducted by teachers for educationally disadvantaged students. Personal attention is also given to slow learners.

Advanced learners are challenged to work ahead of the rest by different means such as

- Cash prizes are given to them.
- Financial help from donors is given to them.
- Extra borrower's cards are also given to those who excel in co curricular and extracurricular activities.
- Students are also-encouraged to take part in different activities organized by their associations and to appear for various competitive / entrance examinations.
- Personal guidance is given to the students.
- Progress of the students is communicated to the parents from time to time.

The college has introduced evaluation of teacher by students. College also has a method of evaluation of teacher on the basis of teacher's self appraisal report, which is submitted at the end of every academic year. HOD goes through this appraisal report and suggestions, if any, are communicated to the concerned teacher. Every month HOD visits every class in order to obtain feedback from the students. Innovative programmes are discussed in the coordination committee meetings. In the college good relations are maintained amongst teachers, administrative staff, technical staff and students. The college authority sees to it that harmony is maintained among all the units (teaching and non-teaching). All post of teaching staff is filled.

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

The institution reflects on the best practices in the delivery of instruction by using the technology in their classes. The faculty members are skilled in delivering their instructions, orientation and demonstration in micro teaching and real teaching lesson with the help of power point and LCD Projector or O.H.P. They have a deep knowledge and vast experience of developing and using different teaching aids and instructional techniques. Every teacher has his/her unique classroom interaction and teaching methodology. They use activity centered, project based and student's participation ensuring strategies in their classrooms i.e. demonstration, discussion, seminar, storytelling, problem solving, project method, role playing, report writing, quiz, puzzles, brain storming, inductive-deductive reasoning. The Faculty members have developed various teaching aids, models, slides, transparencies, modules, charts, flash cards to teach the student teachers more effectively. The effective use of chalk board, communications and different audio visual aids give an extra edge for best practices in instructional field.

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?

The institution tries its best to motivate the teachers to take up research in education and related areas to keep abreast of the current knowledge and development in the field of Teacher Education. The research facilities are strengthened by the Academic and Administrative Body. The faculty members are encouraged to participate in seminars, conferences and to present papers on different issues in teacher education. The faculty members have attended national and few international level seminars, conferences and workshops and papers have also been presented by the faculty.

The institution encourages teaching staff for research work by adjusting their work load in the timetable. The library is equipped with variety of books and surveys. Various National and International Journals are also subscribed for the library. Broadband internet connectivity is available to the Teacher Educators.

Institution motivates its teacher to take up research adopting following measures Increment/financial encouragement for undertaking research projects.

- Providing registration fees etc. for presenting research paper.
- Teachers are provided with facilities to conduct research studies.
- Guest lectures are arranged to promote research culture.
- Academically leaves are granted for undertaking research activities.
- Action research is promoted at institute level.

The following research facilities have been developed on the college Campus

- Internet Connectivity.
- Computer Center with Computers, Printers, Scanner with Power Backup
- Data analysis software's like SPSS, EXCEL etc. are loaded on computers.
- Reference Books.
- Periodicals and journals.

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

The main area of research prioritized by the institution is:-

- Effectiveness studies in different areas like teaching methods and lab. Management.
- ICT use in Teaching learning
- School drop outs
- Case study of various School problems
- Child Psychology, Depression and Tension
- Exam Fever and its Impacts.
- Cruelty against Child

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

Yes, the institution encourages action research projects. Action research is a compulsory provision in the syllabi of the B. Ed. course. During the years all the teacher-educators along with student-teachers have taken up a good number of action researches successfully. Action research is mainly focused on immediate classroom problems, needs and its solutions. The student-teachers with the help of teacher-educators have conducted research on a wide range of problems and their solutions. Some of the problems of the action research projects are given below:

- Slow learners
- Lack of Interest
- Poor hand writing
- Incomplete Homework
- Indiscipline
- Low attendance during morning assembly
- Inefficiency in performing science experiments
- Proper use of dictionary
- Problem in Mathematics
- Cleanliness of school campus/own locality
- Incorrect pronunciation
- Fear from mathematics

In one of the action research on "lack of interest", it was found that there are variety of reasons for not taking interest in their regular studies. These reasons range from social, environmental to personnel ones. After study, efforts were made to get rid of some of the reasons by providing few additional facilities in the Institute such as: Opening of library after working hours, providing books are their academic interest, discussing their personal problems and motivating them etc. In another action research on problem in mathematics based on the findings of the research, students are provided with change in teaching method, use of Maths lab for teaching, performing more activity based learning in the classroom etc.

Overall the major outcomes of action research are-

- Improving and modifying the class room strategies, tactics and teaching aids.
- Develop interest, attitude and values of the student towards their studies.
- Dealing with classroom problems and school problems, related to discipline and code of conduct.
- Developing the habits like completion class notes and active participation.

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

Four conferences, three seminars and seven workshops has been attended by the faculty members. Institute is planning to organize a National seminar on Quality of Research Education.

3.2 Research and publication output

3.2.1. 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.

Over the years the faculty and student-teachers collaborated in developing instructional and other materials suited to local needs of the instruction.

(a) Details of instructional materials developed:

- Self instructional learning material.
- Print hand outs and modules.
- Power point presentation on various topics.
- OHP transparencies for orientation to micro teaching.
- Instructional materials like transparencies' and slide are developed by the teacher-educators for classroom teaching, work education and work experience.
- Concept maps on different topics.

(b) Details of other materials developed: Institute developed print material on following themes.

- Managing stress
- Disaster Management Training
- Art of leaving
- Yoga
- Reiki
- Anti Ragging
- Women empowerment and sexual harassment prevention
- Nature Club

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

The instructional materials are developed by providing optimum facilities available in the institution to the students. The institution has well equipped Educational Technology Laboratory, Library ,Workshop for preparing teaching aids, Fine Arts Room, Science Laboratory, Health & Physical Room, Audio Visual Aids Room, Language Laboratory, Craft Room & Computers with software's. The Staff also attends workshops and seminars from time to time to update themselves about the recent developments.

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

The faculty members have developed certain instructional materials. They are given below:

Details of instructional materials:

- Computer based question bank & software's
- Power point presentation on various topics.
- OHP transparencies for orientation to micro teaching.

- Instructional materials like transparencies' and slide are developed by the teacher-educators for classroom teaching, work education and work experience.
- Bibliography of Internet sites for academic work.
- CAI package.

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

- Organized by the Institution – 07 Workshops and 03 Seminars
- Attended by staff – 03 Workshops and 02 Seminars
- Training provided to the staff - 03 Quality Training programme Organized.
Our institution has conducted seven workshops for material development. Student teachers with different methods teaching are encouraged to attend these workshops and prepare material. Further, the faculty development programmes are conducted regularly for teacher educators. The lecturers are regularly being informed about the Seminars and Workshops organized by other institutions and University and concerned subject teachers are deputed by the institution. These workshops on material development are organized by taking expertise from inside as well as from outside of the Institute.

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

Dr. Dhrub Kumar

Paper communicated for Publication :01

Papers presented in the conference of :02

List of Workshop Attended:02

- Method of modern learning system.
- Detailed syllabus implementation of 02 yrs BEd program.

3.3 Consultancy

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

Yes, The Institution provides consultancy services for training, placement, student support and progression and extension activities.

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.

Yes, the faculty/staff members of the institute competent to undertake consultancy. The HOD has vast experience and professional acumen in research field to give valuable advice to upcoming research scholars in the field of education. Some of the faculty members are also supervising dissertation work of M.A., M.Ed. and M.Phil. students.

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?

NA (Self Finance only)

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

NA (Self Finance only)

3.4 Extension Activities

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

Extension activities are an integral part of teaching programme 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, Girl Child Education Awareness, Water conservation Awareness, campus beautification awareness etc. This is a laudable initiative on the part of this college. Details of the College committees are given in "BFC Committees" prospectus enclosed.

3.4.2. How has the institution benefited from the community?

As the institution is situated in a rural 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 functions 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. Many schools have been tied-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 is 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 institution encourages its students to help the weaker sections of the society to learn. It has devised a plan to encourage every student to make an illiterate person to literate person during their course duration. This provision is not a compulsory one, but rather it will be added to the co-curricular repertoire. The institution also devises certain plan to involve students in awareness programme in contemporary issues 'like Human Rights, Women Empowerment, Child Rights, save girl child, save water, trees and environment etc.

Further brochures will be prepared and distributed in regional language on contemporary socially relevant issues like Female Feticide, Global Warming, Wild life Preservation so that the community will be aware about these issues.

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.

There is no such project initiated or completed by the institution relating to community orientation to students.

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

1. The faculty members and students periodically visit village and participate in clean and tidy programme.
2. The institution observes festivals like Diwali, Christmas and other such socially relevant festivals to make the students aware about cultural ethos and social values of the Indian society.
3. The institution also observes Republic Day, Independence Day, Birthday and Martyrdom Day of National Heroes to inculcate the Nationalism and values among students.
4. The institution encourages its students to actively participate in tree plantation programme and tree conservation initiatives.
5. The faculty members and student-teachers participated in development programmes.

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 organization like Regional Office, NCTE, Bhubneshwar and Magadh University Bodh Gaya. This linkage helps institution in enhancing the quality of teaching and exposing student-teacher for variety of Instructional activities.

Following benefits has been resulted to the Institution by establishing linkages at National level organization:

- Interaction of faculty with other faculty members of National repute.
- Involvement in inter Institute activities.
- Exposure of faculty to various National level institutes.

3.5.2. Name the international level organizations if any with institution has established linkages in the last five years. Benefits resulted out of these linkages.

NA

3.5.3. How does the linkage if any contribute to the following? Curriculum Development:-

The Curriculum is designed by the University. College has to follow the curriculum design by the University. However, linkages helped in implementation of curriculum of better way. Innovative practices of curriculum transaction improved the quality of delivery.

Teaching :- Various journals & study material of NCERT and NCTE is helpful in enhancing the teaching quality. Expert lectures by faculty of EMRC, NCERT further improved the quality of teaching of our faculty.

Training:- The guidelines of University, 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 the faculty members and student teacher to give in effective practice training.

Research: - Various action researches have been carried out by the College.

Consultancy: - The Institution members provides consultancy to our student teachers on various topics.

Extension: - The staff members of University have guided our student as well as teacher educator in various extension activities.

Publication: - The Institute itself is having its publication house where research journals, information's and other text materials are published.

Student Placement: - A separate placement cell is maintained and looked after by placement officer.

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

At present the institution has linkages with the schools for Practice Teaching. The institution has good and healthy linkages with school and community members. The schools and community works hand in hand with this institution for the progress of the student- teachers.

The College has placement cell which provides good teachers every year to the school sector.

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, faculties are actively engaged with school staff during practice teaching. In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school

teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student- teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. The management & staff of the school now started looking at our Institute to solve day to day problems and our faculty started helping schools. Various action research are carried to solve School problems.

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

1. The institution facilitates collaboration of itself with schools, and other educational institutions for its progress. During vaccination camp programme school students are also invited to participate so that they may be aware of health issues. The schools on their part invited us to attend certain occasions like school annual day, etc.
2. The institution collaborates with other teacher education institution for reporting the grievances to the higher authorities like University, Higher Education Department, regarding up- gradation of curriculum, fee structure and other such matters.
3. The faculties were given orientation from time to time by university faculty through orientation courses and special lectures.

3.6 Best Practice in Research, consultancy and extension

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

The institution encourages its faculty members to pursue research endeavors in the field of education. Institution provides increased opportunity to faculty for attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material.

The institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave. The institution supports teacher for completing their research projects. The college provides ICT Laboratory, library facility, laboratory facility to pursue the research activity.

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

Some of the good and best practices that are being followed in research, consultancy and extension activities are:

- Extensive use of ICT and co-operative learning for pursuit of research.
- Action researches were conducted for improving the quality of education and self-esteem of student teachers.
- The institution also has the mechanism to initiate self-managed action research projects.
- During Annual Day Function, Women's Day Function, Republic Day, Independence Day, Teachers day the college invites village elders, parents of student teachers, and women to make them participate in the process.

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.

The B.Ed. unit (as a faculty) is the part of the whole College campus as for B.Ed., the institution has physical infrastructure as per NCTE norms. The best facilities for teacher education are provided in this institution. A necessary and sufficient amount is allocated in the budget for development of the infrastructure in every aspect.

A. Overall Infrastructure facilities in the Campus:
Accommodation Details:

Sl. No.	Name	No. of Rooms	Available Area (in Sq. Ft.)
1	CLASS ROOM	07	550 each
2	MULTIPURPOSE HALL	01	2462
3	LIBRARY-CUM-RESOURCE CENTRE	01	2462
4	CURRICULUM LABORATORY	01	661
5	COMPUTER LAB	01	658
6	ART & CRAFT RESOURCE CENTRE	01	661
7	HEALTH AND PHYSICAL RESOURCE CENTRE	01	661
8	PRINCIPAL'S OFFICE	01	217
9	STAFF ROOM	01	324
10	ADMINISTRATIVE OFFICE	01	325
11	STORE ROOM	02	220 each
12	COMMON ROOMS MEN/ WOMEN STUDENT	02	330 each
13	CANTEEN	01	325
14	VISITORS ROOM	01	325
15	TOILET FOR MEN/ WOMEN/ TEACHERS/STAFF	03	500 each
16	PARKING SPACE	01	2500

17	OPEN SPACE FOR LAWN/ GARDENING	01	15000
18	FACULTY	01	324
19	LOBBY	03	600 each
20	LOUNGE	01	658
21	REST ROOM	01	330
22	AUDITORIUM	01	2462
23	ICT RESOURCE CENTRE	01	358
24	SEMINAR ROOM	01	658

The facilities (required as per NCTE norms) available for B.Ed..

- Women empowerment and sexual harassment prevention cell
- Anti Ragging Cell
- Stress Management Cell
- Nature Club Cell
- Disaster Management Cell
- Placement Cell
- Extension Activity Cell

4.1.2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The institution regularly plans to meet the needs of augmenting the infrastructure to keep pace with the academic growth. Additional Infrastructure and resources are added every year according to the need of the hour. The classrooms, laboratories, library, multipurpose hall, canteen etc., are furnished with adequate furniture and equipments to facilitate better teaching learning process. The institutional management is well aware about the new developments in education and academics. It tries its best to make available the infrastructure needed for pursuit of high academic growth. The institution ensures utilization of its infrastructural facilities to its maximum. The institution invariably encourages the use of its academic and physical facilities by organizing different educational activities.

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

The infrastructure facilities for co-curricular activities and extra-curricular activities including games and sports are provided by the institution. The Institution has a spacious play ground with facilities to play volleyball, basketball, Cricket, badminton, tennis, Football etc. are available student could play indoor games also like carom board, chess, Table tennis etc.

Craft Room and Work experience laboratory/workshop: The lab is equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting, card board modeling, pot decoration, preparing best out of waste and material for chart and model preparation.

Multipurpose Hall- The multipurpose hall with a seating capacity of more than 200 persons is there in the institution to provide a common platform to students, faculty and renowned educationists for regular interfaces, conferences, seminars and daily morning assembly. 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.

Other Facilities- CD player and CD's of educational films are available in the educational technology lab. DVD/ Computer is used for showing educational films.

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.

Playground

- a. Outdoor - Available
- b. Indoor - Available

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.)

Various facilities are available with the institution to ensure the health and hygiene of the staff and students. Medical Facilities - To ensure the well being of the staff members and student teachers, college campus has Health Center which has all the basic facilities for first aid. The Institute has identified consultant doctor. The services of consultant doctors are always available in the hours of need. During academic years, some health camps are also organized. Few to mention are: Blood Donation Camp, Dental Check up camp and routine Medical Check-up camp including pathology test and psychological test.

Dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution. For providing drinking water, water coolers are fitted with RO system. Separate wash room facilities for girls are provided by the institution. Proper drainage system is there in the building.

Common room (Rest Room) facility- Separate common room facility is provided for girls where they can relax during their academics if time permits. Common rooms are furnished with comfortable chairs, tables and amusement facilities.

Canteen - College campus there is provision of hygienic place for canteen which caters hot and cold drinks and snacks. A Student teacher committee has been given responsibility to ensure the quality and to take care of proper functioning of the canteen.

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.

N.A.

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. The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure. Budget provisions are optimally made for maintenance of various services in the college.

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

Institution regularly plans and ensures that the available infrastructure is optimally utilized. Infrastructure facilities established in the College, library and sports facilities are kept open for the students and faculty during working hours and extended hours whenever required. The physical infrastructure is judiciously and optimally put to use. This is reviewed by the concerned constituted committees. The institution generates and expands the infrastructure continuously. The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure.

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

The institution considers the environmental issues associated with the infrastructure. The institution is situated at the main road in a calm and beautiful natural surrounding with a complete pollution free campus. Provision of dustbin is there for maintaining cleanliness in the campus. Proper drainage system is provided in the institution.

The classrooms are spacious with large windows for proper ventilation and have adequate natural light. Water coolers are fitted with water filters for providing clean drinking water. Mostly CFL tube lights are used and no traditional bulb is used to save electricity. Provision of garbage pit is there where all the daily waste is thrown in it. Provision of making best out of waste is done in the institution, where waste material is used to make useful things, which can be used in daily life.

The Institution gives a lot of importance to promote environment consciousness with its spacious premises, well-ventilated buildings, and greenery in the Campus. The Institution maintain herbal garden (Nature club) inside the premises to make awareness among the students.

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)?

The Library of B.Ed. unit is a part of whole College Library. The Institution has one qualified librarian and two attendants to support the library work.

4.3.2. What are the library resources available to the staff and students?

The College has a rich library. Following are details of instructional resources exclusively for B.Ed.

- a. Total nos. of titles : 1021
- b. Total nos. of books : 7721
- c. Total nos. of journals: 20
- d. Nos. of titles ref.section: 85
- e. Total seating capacity : 50
- f. CDs /DVDs : 17
- g. Computers : 02
- h. Photocopy machine : 01
- i. Internet facility : yes

During last five years 2575 books are added in the Education section of the Library. 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 function in the library committee.

The library has an advisory committee. This committee is headed by the HOD of the institution and other members are faculty members, librarian and a student representative. Faculty and students are provided with regular reader advisory service and also user orientation programmes are frequently organized to familiarize and encourage students and staff to optimally utilize the library. Last year only some of the data analysis software's are added in the Library. Every year books are added as per the requirement.

The composition of Library Committee consists of :-

Principal (Chairperson)

Convener appointed by Staff Council

Member secretary /Librarian

All department heads / their nominees

Along with recommendation of books and periodicals, weed out process, supervise stock taking etc., the significant initiatives that have been taken by the Library Committee to render the library student/user friendly are as follows:

There is an announcement of latest arrivals of books, journals, periodicals on library notice board on monthly basis.

The college has made the provision of internet facility to cater to the user needs.

There is provision of UPS so as to provide back up to Library systems in case of power failure.

The committee has made arrangement for increased number of racks and cabinets to accommodate more books.

Increase the ceiling for the text book purchase from 3 copies to 5 copies keeping in view of increased student strength .

Total seating capacity: 50

The library is well equipped with all essential facilities containing sufficient nos. of chairs, tables and having good ambiance .The library staff are always available to assist the students as well as college staff.

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

Yes, the library stock and services are being computerized. The Library is completely automated with Software.

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. All these facilities are used by faculty as well as student teachers. Students are allowed to get photocopy of relevant pages from Books, Magazines and Journals on payment basis. However, faculty can avail the facility to a certain extent free of Cost.

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

The Institution is having fast Internet facility with 05 computers and printer.

- Easy access to National and International Journals.
- Easy access to e-books, e-journals, e-learning and CD's.

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

Staff members and students come to know about new arrivals in the library through regular notice, display on the notice board placed in the library and main notice board of the College. The information also imparted through LAN and college website .

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

Yes, the institution's library has book bank facility. In this book bank facility books for all papers are issued to the economic weaker student teachers. These books are retained by these student teachers up to the end of final examinations. Eligible student teachers apply for this facility to the principal. The principal after consulting with the other staff members give permission to the student teacher.

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

For easy accessibility to the library, librarian personally attends the physically challenged student-teachers. Handicapped friendly chairs are available.

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.

The institution has an advanced education Technology-cum-computer lab, which

provides computing facilities. The lab comprises' of computers linked with wide range of software like MS office, Page maker, Coral Draw, Photoshop etc. including dictionary. Communication and print services are also available. The software setup has latest version of Windows. Broadband connection for Internet, WAN, LAN, Open source Course were, access to free journals, SPSS, EXCEL, CD's, Multimedia, Software in the form of CD's based upon various subjects like linguistic skills, children with special needs, information and communication technology, health and fitness, value education, environmental education, teaching and teacher behavior are available. Educational Technology lab comprises of advanced educational technology equipments which contribute a lot in modern teaching-learning practices. The lab comprises of various equipments like LCD projectors, overhead projector, slide projector, television, tape recorder, radio and audio video aids like charts, models, maps, globes, pictures, slides, Power Point Presentation and transparencies meant for effective teacher training. Public address system is available. Student teachers are given training in handling these equipments and using them in making teaching effective.

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.

Proper consideration is given for the use of ICT while implementing the curriculum. In curriculum student teachers learn working and the use of all the technological aids available in the college. They also learn the skill of handling these equipments and their effective use in teaching learning process.

Teacher provides necessary instructions to the students regarding the course content and skills regarding the use of these equipments. There is provision in the curriculum for imparting computer skills to all the students. By implementing the subject computer education basic computer skills are imparted to the students. They are taught about information technology, internet, e-mail etc. Student with this Provision of discipline of computer education and computer application is there in the curriculum and this made the process easier for the institution for making student-teachers aware of the role of ICT in education. In this the students are taught about MS Word, MS Excel, and Power Point Presentation and Application software. Various books on computer education are also available in the library. Every student and teachers are

trained in Handling and operation of followings Equipment a qualified service technician is also arranged to rectify any snag develop during the operation.

- o Over-head Projector
- o Slide-Projector
- o LCD Projectors
- o Computers
- o Tape-Recorder
- o T.V. and Video-Cassette-Recorder
- o Camera
- o CD/DVD Player

Students teachers are motivated to develop good power point presentation with hyper linking and fade out provisions while teaching his/her students. B.Ed. Students are also promoted to use Internet to construct knowledge and use of free down loadable materials available.

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

Staff members of the college are proficient in the use of ICT. They teach the students in their respective teaching subjects like teaching of Social studies, Science, English, Hindi and Environmental Education by using CD's, transparencies, power point slides through computers and over head projector. Computers are widely used in office, accounts, Teaching and Learning, staff training and quality improvement.

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)

Student-teachers take keen interest and take the help of ICT in preparing lesson plans and prepare power point slides to deliver their lessons during micro teaching. The student-teachers present their seminar through transparencies on OHP.

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. The Institution share its facilities with others by

- Arranging remedial Classes in the evening to the weak students.
- Coaching, students of weaker section in the evening.
- Organizing cultural events in the auditorium of the College.
- Organizing sports meet.
- Organizing lectures in the evening.

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 and Mathematics Lab - The lab comprises of various charts, models, specimens, apparatus, equipments, chemicals and reagents related to Physical and Life Sciences, microscope, specimen of human skeleton, mathematical models, projector etc., are also available.
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. Social study lab is equipped with projector.
4. 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. Workshop for Art and Craft / Work experience lab- Moulds of chalk and candle making, equipments for gardening, tables, drawing material, charts, scale, brushes, colors and other stationary material are present in the lab. The provision for making best out of waste, rangoli ,paper waste project/items/craft and flower arrangement etc is also made available.

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

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 more than 300 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 is equipped with moulds of chalk making, candle making and essential material of interior decoration, paper cutting and cardboard modeling, pot decoration, toy making, stitching, Gardening material 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, skipping, 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.

Presently all the classrooms are with Projector and Chalkboard. However, the institutions have a futuristic plan to modernize the classrooms for the use of latest technologies for teaching. The classrooms will be equipped with capability of using -

- Electronic Board
- Digital Board
- LCD Monitor (Mounted)

- Green Board
- Smart Classes

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. Teachers create situations for providing 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.

- Every student- teacher is taught about the basics of computer.
- Student-teachers use ICT for preparing their lesson plans and seminars.
- Every student teacher prepares & submits two OHP transparencies.
- Student teachers give power point presentation in their class room Seminars etc.

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

- The institution is situated in lush green environment and free from all types of pollution.

- The institution provides furnished classrooms and well equipped laboratories for smooth functioning of teaching-learning process.
- Tutorial groups are constituted with a teacher educator as a tutor. Student teachers interact with the tutor and concept of individualized learning is followed.
- Student's problems are diagnosed and remedial teaching is provided to the concerned students.
- 'Suggestion box' is also available in the college premises. The needs of students and suggestions in the suggestion box are attended on priority.
- Specific teaching strategies are adopted to cater the needs of advanced learners and slow learners respectively.
- The performance of the teacher educators is assessed with the feedback mechanism.
- The college organizes cultural programmes and publishes a magazine which gives the students opportunity to exhibit and express their talent.
- Teacher's evaluation is made through self appraisal.
- Display of anti ragging instruction board in and around the campus
- Display of Mission, Vision and objective
- Display of NSS, NCC, Disaster Mgt., Red Ribbon Club and Nature Club board
- Parking facility
- Free Bus facility for staff & student
- Well maintained garden with medicinal through nature club.
- Indoor & outdoor games facilities provided.
- Medical Doctor available.
- Basic facilities in terms of good Canteen, Well maintained hostel for Girls, RO for drinking water, Fire extinguisher and Auditorium available.
- State of Art Infrastructure
- Prime Location
- Good academic ambience
- Facility for differentially able student exist
- Library is fully computerized with open access and book bank facility along with adequate reading space.

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 institution organizes many competitions, time to time, in order to assess and enhance the professional competency of the student teachers. These competitions include flower arrangement, preparation of teaching aids, chart making, chalk making, chalk board writing, preparing best out of waste, post decoration etc., Students teachers are encouraged and sponsored to participate in the inter college competitions, organized by different colleges, like skill in teaching, poetry recitation, singing, dancing, quiz, poster making, model making etc., For developing teaching skills the college organizes various training programme of "Micro Teaching". In this training session, micro lessons and mega lessons in simulation and observation lessons are practiced.

After this the student teachers are sent to school for their practice teaching in real situation, where the student-teachers are encouraged to participate in administrative as well as academic activities of the school like organization of competition, organizing morning assembly etc., They also find out the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor) and school staff. The schools heads and the teachers provide suggestions to the student-teachers about teaching and managerial skills during their practice teaching.

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

The institution's environment provides a lot of opportunities to the students-teachers to develop their potential and skill. All the faculty members and the administration of the college act as a force for motivation, satisfaction and development to improve performance of the student teachers. The institution provides natural environment for the development.

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?

As there are no major dropout cases identified during the last five Years of the institution.

Year	No. of students		Dropout	Dropout percentage	Reason
	admitted	Appeared			
2010-11	100	100	00	00	-
2011-12	100	100	00	00	-
2012-13	100	100	00	00	-
2013-14	100	100	00	00	-
2014-15	100	100	00	00	-

From the above table, it is clear that maximum dropout rate is 0%. This less or almost negligible dropout rate may be due to conducive environment of the College & better teaching facilities.

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?

The College has well equipped placement Cell which help students in getting employment. As per tracer study conducted, after completing the B.Ed. course from college, a large number of our students got jobs in various private and government schools. Almost 85% of our students from previous batches, working as teachers in various government, private schools or colleges on regular/ contractual temporary basis. About 15% of our students go for higher studies through regular and distance education courses.

The institution provides a wide variety of learning experiences like training in preparing CV, attending interview, group discussion and qualifying written exam etc. to the students to enable them to compete for the jobs and get progress in higher education. Guidance and counseling 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 studies or choose teaching as a career? Give detail.

Every year an average of almost 15% of our students goes for further studies in various courses such as Post Graduation, M.Ed., M.Phil. etc. through regular and correspondence courses. Almost 85% 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 available to the student teacher after graduating from the institution? If yes give details on the same.

At the beginning of each session the students are well oriented about the functioning, rules, facilities and resources available in the college library and in the campus. Yes facilities are easily accessible to the old students by the permission of the Principal. Library being very reach in books, old student of the College used to consult books, magazine, journals as and when needed with prior permission, free of cost.

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?

The institution has a placement cell. The Cell regularly conducts training in the following areas:

- ❖ Preparation of Good CV.
- ❖ Preparation of Group Discussion and Interview.
- ❖ Personality Development.
- ❖ Maximizing in written exam
- ❖ Spoken English skill
- ❖ Grooming classes on various job oriented sectors.
- ❖ Reasoning skill development

The placement cell undertakes assessment of aptitude, interest, personality profile and educational and vocational interest during the period of study.

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

As soon as the results are announced the successful teachers are observed by the nearby schools of their native place. Since they are already selected by the Schools nearer to their native places, they do not attend the campus interview.

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

The requirements of the faculty in the practice teaching schools are collected at the time of teaching practice sessions and at the end of each session student-teachers are informed and facilitate to get job in the school of their choice. During the practice teaching at the schools the heads of the concerned schools are allowed to observe the lessons delivered by the each student teacher so as to select one of them for their school.

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

A Committee is in-charge of placement cell of college. One computer system with internet & printer & one telephone is provided to him. Financial assistance is also provided to invite experts from various fields and conduct training programmes. The revenue collected from consultancy is diverted as financial assistance to the placement cell.

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?

For the effective implementation of the curricular, co-curricular and other activities, the institution systematically plans and evaluates all the activities in' its academic calendar of the year. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all the activities. The academic calendar is planned by the Year Planning committee of the college. Various curricular, co-curricular & extra-curricular activities are planned for their effective implementation. These activities are planned and evaluated as under:

- Planning And Evaluation of Curricular Activities (Teaching-Learning Process) Including Teaching & Training

For the effective planning & implementation of the curricular activities of the college academic activities planning committee ensures the inclusion of every aspect of the curriculum in the academic calendar. University academic calendar provides guidelines and path for the planning of various activities.

The academic calendar of the institution includes various aspects from admission process to the annual examinations of the B.Ed. courses. Periodically the academic calendar is discussed in the staff council and if need arises necessary modifications have been made? Both teaching & training activities are planned simultaneously which includes:

Periodically the implemented programmes evaluated.

1. Planning and implementation of Micro teaching Session.
2. Real teaching for practicing the teaching in real situation planned and student's teachers are sent to various schools (both Govt. & private).
3. Completions of various units of the syllabus through lectures, seminars, practical work, project work etc. are planned and evaluated regularly.
4. House Examinations, Viva-voce for internal evaluation, class tests etc, are well planned and reviewed regularly.

➤ **Co-Curricular & Extra-Curricular Activities:**

Various co-curricular & extra-curricular activities including extension lectures, community participation, organization of morning assembly, time table, examination schedule, sports meet, celebration of important days such as Diwali, International Women's Day, International Aids Day, Republic Day, Environment Day, Yoga Day, Earth Week etc., are well planned in advance by the Hunt, Inter House Quiz competition, Speech, Poetry Recitation, Drama / Skit, drawing & painting etc., are also planned in advance and all this planning is communicated well in time to the students, teachers and administration for their participation. Feedback on the academic calendar invited from the teachers in staff council meeting and from students is through tutorial meetings & suggestion box.

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

During the last five years there was no handicapped students, the curriculum planning is not carried out differently. However, the college made provisions such as separate fresh room for physically challenged students, ramp facilities, separate examination facility at the ground floor and separate book bank facilities etc.

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

Yes, the institution has mentoring arrangement. For this purpose the college has following arrangement:-

Tutorial Groups:

All the students of the college are divided into various Tutorial Groups. Each tutorial group has a mentor (teacher in-charge) to solve the educational, social and personal problems of the students and provide help and support to them. In addition teacher educator encourages the students for the participation in various activities of the college.

Guidance & Counseling Cell:

The college has Guidance & Counseling Cell for providing appropriate academic guidance, career guidance and professional guidance to the students. They are also provided counseling services if they face any problem in their social, cultural or family environment. This cell has also mentor (teachers) to provide these services.

Women Cell:

The institution has a Women Cell to sensitize the teacher educator and student teachers about gender issues. This cell organizes different activities regarding gender sensitization and role of women in the society. This cell is headed by a female teacher and to assist her there are some other teachers.

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

The College organizes various workshops, extension lectures and seminars at college level for enhancing the effectiveness of faculty in teaching. Workshop on Micro teaching is organized every year before the orientation programme of the Micro teaching. The faculty members are encouraged to attend and participate in various National, International Seminars and workshops for enhancing their effectiveness in teaching and other skills. The workshops, seminars and other programmes attended and participated by faculty members are already has been discussed in the criterion-III of this report

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 updated website and the site is updated on regular interval:

www.rpsttp.org

The following information has been posted on the college website:

Vision, Mission statement, the goals and objectives of the institution.

- ✓ Programme offered.
- ✓ Eligibility criteria for admission.
- ✓ Admission policy and process.
- ✓ Academic calendar.
- ✓ Examination and other assessment schedules and procedures.
- ✓ Infrastructural facilities available for teaching/ learning.
- ✓ Sports, Residence, Research and Recreation.
- ✓ Scholarships given by the state and the institution.

- ✓ Fee structure.
- ✓ State of art of laboratories and library facility
- ✓ Details of Laboratories and Library facilities.
- ✓ Image gallery of various academic and cultural functions.
- ✓ Latest news and upcoming college activities.
- ✓ Contact details & Guide Map of the college Exam Results.
- ✓ A student corner is also maintained by the College on website on which the student can post their views, suggestion, articles etc.
- ✓ The College website is updated regularly time to time.
- ✓ Website updates are also undertaken when needed to revise the information.

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. Sometimes, informal assessment is also undertaken. 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. The remedial teaching is arranged by providing extra classes providing additional notes, providing added references and arranging expert guidance etc.

5.2.7. What specific teaching strategies are adopted for teaching?

- a) Advanced learners
- b) Slow learners

a) Advanced Learners:

For advanced learners, the institution has encouraged the students to use internet for the studies of different topics. Advanced learners are also motivated to help the slow learners. Seminars, assignments, delivery of model lessons, brain storming sessions, assigning extra work are provisioned. The knowledge and energy of advanced learners has been utilized by encouraging them to participate in extracurricular and co-curricular activities. Many times, class is divided into small groups and advance learners are intentionally grouped into every group to motivate and help other learners.

b) Slow Learner:

Teaching strategies are developed according to the needs and pace of the learners. Extra time is provided to these learners to finish off their class work. Special classes and tutorials are arranged for the betterment of slow learner. Slow learners are quite often grouped with advance learners. This works as a motivational strategy and pay rich dividend.

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

Admission is done through centralized counseling at the university level but an internal admission committee of the institution including faculty members provides guidance & counseling to guide the student-teachers about making right choice of subject combination, chooses right option, transport facility etc. and also elucidate any query of the students.

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?

Tutorial Groups, Women Cell, Guidance & Counseling Cell are established for grievance redresses of the students. All the problems of the students are reported and entertained through these cells. Suggestion box is there in the mechanism to record the grievance if any of the students. The grievances are being addressed with proper care and redressed to the satisfaction of the student-teachers. The Institute normally does not come across any major grievances because of better and conducive educational environment. However, bit problems institute sometimes faces such as Hostel related etc. which get solved immediately with little of attention and parental attitude. The Grievance redresser mechanism is in practice through suggestion and complaint box .

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

Academic Progress:

The academic progress of the students is monitored through Daily classroom observations by the mentor teachers, monthly class tests, seminars, assignments, projects, House examinations and internal viva-voce.

Cultural & Social Programme:

The cultural and social progress of the students is monitored through their participation in Morning Assembly, college functions, guest lectures on various aspect, competitions at college level and competitions at other colleges etc., community participation services, and in Eco club for the awareness of Environment, Physical and sports classes, routine medical checkup of the students etc.

After monitoring the progress of the students in different areas, necessary feedback, advice and guidance is provided to them for improvement. Feedback is provided by the mentor teacher in the tutorial groups and in house meetings.

5.2.11. How the institution 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 institution ensures the development of student's competencies in pre-practice preparation and in practice teaching in various ways:

Pre-Practice:

For ensuring the students' competencies to begin practice teaching various activities are organized which includes orientation about microteaching skills, demonstration lesson of each skill by mentor teacher, micro teaching session by student-teachers, delivery of mega & discussion lessons in simulation under the supervision of the teacher in-charge etc. Before actual practice teaching, student-teacher asked to get his/her lesson plan checked from subject expert and incorporate corrections, if any, before teaching in class.

For Practice Teaching:

A teacher-educator as supervisor is sent with the student-teacher to the schools to provide support in the field. The mentor teacher monitors all the daily activities and lessons of the student teachers and provides feedback to them accordingly. He/she also identifies the problems faced by student- teachers and makes necessary arrangements to solve them well in time. The student teachers are encouraged to participate in schools' various activities like morning assembly, school functions, sports meet etc. Support from school staff is ensured by the arrangements of school staff meeting on first day of teaching practice with student-teachers where they are introduced with each others.

5.3 Student Activities

Schools heads and the teachers provide suggestions to the student-teachers about teaching and managerial skills during their practice teaching.

5.3.1. Does the institution have alumni association? If yes. (i) List the current office bearers.?

List the current office bearers:

President -	Somya Kumari
Vice President -	Anjani Kumar
Secretary(V. S. S.) -	Vinita Kumari

Treasurer - Reeta Kumari

Joint Secretary - Rambha Kumari

(ii) Give the year last election - 2015

(iii) List alumni association activities of last two years?

The alumni association which was founded during 2013. The Alumni association symbolizes a lasting bond between alma matter and the alumni. The association keeps on giving feedback for the development of the Institution. So far during the current year 2015 annual general body meetings have taken place.

Some of Alumni Association activities of last two years.

- Motivating students.
- Providing feedback to management.
- Helping in placement.
- Supporting College in various activities.

(iv) Give details of top ten alumni occupying prominent position:

<u>S. No.</u>	<u>Name of Student</u>	<u>Position</u>
1.	Shweta Kumari	Teacher
2.	Uma Kumari	Teacher
3.	Dipa Sinha	Teacher
4.	Sneha Mishra	Teacher
5.	Abhilasha Kumari	Teacher
6.	Awadhesh Kr Mishra	Teacher
7.	Shreya Kumari	Teacher
8.	Mala Kumari	Teacher
9.	Namita Singh	Teacher
10.	Roushan Kumar	Teacher

(v) Give details on the contribution of alumni to the growth and development of the institution?

- Motivating students.
- Providing feedback to management.
- Helping in placement.
- Supporting College in various activities.

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.

The institution encourages the student-teachers to participate in the college competitions and functions through Morning assembly, House meetings, Tutorial Groups and in Sports & Cultural Activities period. Students are encouraged to participate in intra-college functions and competitions and their names are displayed on display boards and announced in the morning assembly with their achievements which provide motivation to other student-teachers.

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

The college provides various opportunities to involve the students in various activities for presentation & publication of their material. The creative contribution of the students can be seen our College magazine.

Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board.

Beside all this various exhibitions like charts & model exhibition, Teaching aids exhibition, Best out of waste material exhibition, Paper cutting & Card Board Molding Exhibition, Rangoli competitions, Drawing & Painting competitions etc. are also organized to provide an opportunity to the students to exhibit their talent.

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

Give details on constitution, major activities and funding. The institution has made students council for every academic session to give the representation to the student teachers. The Constitution of student council members are:

List the current student council office bearers:

President -	Sujata Kumari
Vice President -	Vinita Kumari
Secretary -	Somya Kumari
Treasurer -	Anjani Kumar
Joint Secretary -	Rambha Kumari

Major activities – To organized various field Industrial / Seminars/Workshops/Internship/ Extra curricular activities/academic tours and travel etc.

Workshops Funding - College provides funding to carry out various activities.

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

The institution provides an opportunity to all the students for being part of almost every activity. For this purpose institution has house system in which each house student-teachers are elected as house representatives. These house representatives are consulted every time when any decision has to be taken for the students whether it is selection of uniform or organizing educational tour or organizing any function of the institution etc.

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?

Yes, the institution has mechanism in the previous years; the feedback has been taken by the HOD & teachers time to time. “Suggestion Box” is provided where students can put their suggestions & feedback with or without their names.

5.4 Best Practices in Student Support and Progression

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

Various student-support services are:

- Tutor - Guardian Scheme.
- Career Guidance & Placement Cell.
- Anti-Ragging / Discipline Committee.
- Suggestion & Grievance Redressal Cell.
- Women Counseling Cell/Research Development Prog.
- Scholarship to Meritorious/SC/ST/Needy Students.
- Chairman's & Director's medal for the best all rounder.
- Book Bank facility/e-Library / Language Lab/Inter Library borrowing facility/ Book fair.
- NCC/NSS/NOS / Education Excursion / Tour/Outreach Programme.
- Alumni Association / IQAC / Students Association Council.

- Committee/Faculty Development Prog./Welfare measures.
- Add on Courses Includes Diploma /Certificate Courses.
- On & off Campus drives for placements.
- Student Union / Club / Publication/Consultancy/Auditorium.
- Parent-Teacher Association / meet.
- Yoga / Reiki / Art of Living / Nature Club / PDP / ICTFacility/Seminar/Workshop.
- Reprography / STD / ATM / Canteen / Hostel/Common Room for Boys & Girls/Academic/Personnel/Career Counselling.
- Indian Red Cross Society / Red Ribbon Club.
- Disaster Management Cell / Stress Management Cell.
- First Aid Training by Red Cross Society/Hospitality Training by Tourism Dept./Soft Skill Training.
- Women Empowerment & Sexual Harassment Prevention Cell.
- Social Awareness/Community Dev. & Value Edu. Activities/Mentor System.
- Co-curricular / Extra Curricular Activities / arliamentary Activity / Indoor and Outdoor
- Sports Facility/Collaboration/IQAC/Feedback system
- Entrepreneurial Skill Dev. / Internship / Consultancy.
- Facilities for differently - abled students.
- Free Transport / Free Internet Facility / Health & Safety Measures.
- Confidential Cell / Suggestion box / ET Lab
- Infirmary / Music Room / Auditorium / Multi Purpose Building / Parking Facility
- Fire Extinguisher/Aqua Guard Water Facility / Suggestion Box.
- Health and Dental Check-up Camp / Blood Donation Camp / RTO Trg.
- Generator / UPS / Sick Room / First Aid Facility/Lift Provision
- High-tech Lab, Industrial & Field Visit / Internal Assessment / Remedial & Bridge Classes/Survey/Field Work.

Criterion VI: Governance and Leadership**6.1. Institutional Vision and Leadership****6.1.1. What are the institutions' stated purpose, vision, mission and values? How are they made known to the various stakeholders?****VISION**

“To bring out the best in man by providing value based, need based and career oriented education and create self reliant Global Citizen.”

MISSION

To imparts the quality education and meet the challenges of global environment. To impart ethics and human values and to develop professional and life skills.

OBJECTIVES

1. To deliver knowledge and skills envisaged in various programmes through innovative teaching, participatory learning, and reliable evaluation.
2. To make education an interesting, joyous, relevant, and meaningful and learner centered activity.
3. To create social, cultural, moral and environmental awareness among students.
4. To develop human values of concern, compassion, tolerance and togetherness among students.
5. To instill among students a sense of discipline, honesty, confidence and self-respect.
6. To facilitate holistic and integrated personality development of students.
7. To help students to adapt and excel by developing in them sensitivity to the changing times.

The vision, mission and objectives are communicated to the students, teachers, staff and other stake holders through following modes:

Website

Notice Board

Prospectus

Brochure.

In orientation Programs/Induction analysis

Department notice boards.

In teaching staff and administrative staff meetings.

Alumni Meetings.

Parent Teacher Meetings.

At the time of extension activities.

During Conference, Seminars & Workshops

NSS and NCC activities.

Print and Electronic Media.

Red Cross activities.

Sports activities.

Cultural programmes.

College Miscellany

Subject Associations

College Magazine.

Hostel.

Canteen

Ladies Room

Library

College Office

Sports Room

Multimedia building.

Staff room.

ET lab.

Common Room for boys and girls etc.

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?

Yes, the vision and mission statements are in terms of addressing to the needs and demands of the society, students, schools, educational institution's traditions and value orientations. Institution is catering to their needs. Mission includes quality issues, specifically participation of all the stakeholders in improving quality, Inculcation of good virtues, fundamental values and attitude or one the prime announced task of the society of the Institution. These are attained through various curricular & co-curricular activities organized by the college and course.

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.) The top commitments of the management are:

To create and provide the environment congenial and conducive to the attainment of institutional goals focusing on a clear vision and mission.

To impart quality teacher education,

To develop intelligent, well informed, disciplined and socially responsible teachers.

To inculcate the spirit of service to the society among student teachers and teacher educators,

To instil a human attitude and scientific thinking among student teachers and teacher educators.

To elicit the co-operation of all stake holders.

To develop this college as a centre of excellence in the field of teacher education.

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 and the head of the institution discuss, decide, assign and allocate the roles and enumerates the responsibilities of the staff members on the basis of their academic record, potential, aptitude and interest and as well as the institutional regime experience in teaching and other academic and curricular events, creative and constructive aspects of the personality, specialization, value system, communication style and motivation level. The allocated responsibilities are communicated to the staff through staff meetings and circulars.

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 institution identifies and addresses the barriers in achieving the Vision, Mission and goals in the following manners:

Various committees have been constituted for smooth functioning of the institution. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees, head of the institution and the management in the staff, academic meetings and remedial measures are identified by taking into consideration the suggestions provided by the faculty members. The

concerned committees deliberately works for various qualities related issues pertaining to teacher education being impacted by the institution.

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?

During the meeting between management and staff members the management considers the suggestions of the staff members, encourages, appreciates and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes. Management actively involves in professional growth of the faculty members by organizing extension lectures, seminar, and workshops in the institution and also encourages them to participate in various seminars, conferences, workshops organized by other educational institutions. Conveyance expenses are provided by the management to faculty members for attending participating in various activities organized by other institutions.

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 HOD of the institution provides requisite leadership to the system. The head of the institution constituted various committees after discussing in the Staff Council and has allocated and assigned the institutional work to these committees. The work of each committee is coordinated by a convener. The recommendations of these committees are considered and approved in the staff council meeting. HOD provides administrative and academic leadership in association with the various faculty members. Strategies are evolved for academic growth. The head of the institution takes care and fulfilling the requirements of the faculty. Individual appreciation, personal care & concern for the staff members, student teachers and institution are observed by the head of the institution and the management. The HOD of the institution is always available to the student teachers and staff members for redressal of their grievances and also works as a liaison between the student-teachers, faculty and the management. The employees and student teachers, however, also have a direct access to the management as and when required.

6.2 Organizational Arrangements

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of meeting held and the decision made during academic mgt., finance, Infrastructure, research, extension and linkage and examination during last year.

Different committees give details of 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 components of the college. To assist the HOD in academic work various sub- committees are constituted. These committees plan, execute and co-ordinate the activities in their respective areas, of the college.

01. Admission Committee
02. Discipline Committee
03. Teaching Practice
04. Library Advisory Committee
05. House Constitution
06. Tutorial Groups
07. Literary / Seminar / Discussion / Wall Magazine Committee
08. Cultural Activities
09. Time Table
10. Examinations
11. Games and Sports
12. Tour Committee
13. College Magazine
14. Women Cell
15. Guidance & Counseling Cell

Major outcomes:

The strategies were finalized for implementing the orders of the Government 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.

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 Counseling Cell was established in staff council meeting.

Effective coordination among various bodies/Committees exist.

Decentralization in the form of co-ordinators of the committees and Head of the Departments.

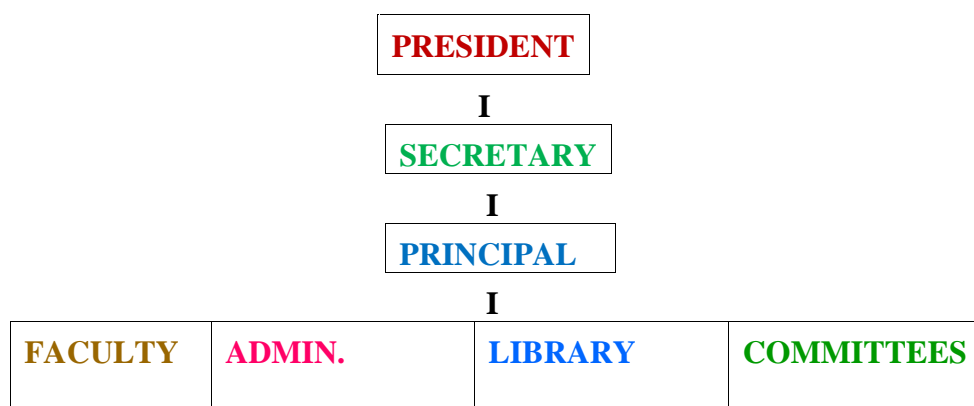
The Organization is well structured and the major decision are taken in the governing body meeting.

The HOD 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. 15 Committees and their members maintain separate files & registers regarding academic mgt., finance, research, extension and linkage and examinations.

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

Organizational Structure

RPS RESIDENTIAL PUBLIC SCHOOL SOCIETY



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

Administration of the institution is totally decentralized. This college has maintained an administrative set up in which the HOD is given full freedom with the management committee mainly taking care of the financial responsibilities for the development of the institution. The institution has constituted different committees to execute different Functions like admissions, academic activities, examination, management of library etc. There is constant interaction among the functional units of all the committees. The meetings of the committees are chaired by the HOD and the decisions of these committees are finalized by the director and HOD after discussing with the management committee.

6.2.4. How does the institution collaborate with other sections departments and school personnel to improve and plan the quality of educational positions?

Meeting of school personnel with college authorities are held regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from school personnel. School teachers are also consulted while developing the academic plan and their suggestions are considered during decision making. The audio visual aids like charts and models are distributed to the schools. During teaching practice the student-teachers of the institution are provided a platform to participate in different activities of the school. They organize morning assemblies. They maintain the different records of the school. Cleanliness of school campus and plantation in school premises is done by the student teachers.

All these activities are planned, guided, monitored and reinforced by the mentor teacher and school teachers in collaboration to improve the quality of educational provisions. The student-teachers participate in the camps organized by the institution to strengthen the collaboration of institution with school and community. They Participate in the camp which was the institution organized in village schools to administer vaccines to prevent vital diseases. Student-teachers also participated in Blood donation camp and Literacy Mission.

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.

The institution welcomes all the meaningful and relevant information for decision making and performance improvement. The concerned data for feedback is obtained from the faculty members, student-teachers, heads and staff of the practice teaching schools, visiting eminent educationists and social workers. The decisions regarding innovative teaching learning practices, teaching aids, academic environment, and institution-society relationship are taken for performance improvement.

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).

For promoting cooperation among the faculty members various committees are constituted for executing the institutional work and teaching learning activities. The committees consist of various faculty members and one of them acts a convener. Respective committee members cooperatively work as a team for the work they have been assigned. HOD monitors the functioning of all the committees. Suggestions regarding various activities of the institution are placed before the HOD and decisions are taken after discussion the matter in staff meeting. Institution also works for the empowerment of the faculty and provide conducive environment for working. The Extension lectures, seminars and workshops are organized in the college premises. The faculty teachers are also motivated and

sponsored to participate in the seminars and workshops organized in other institutions. The faculty members are provided with the platform to upgrade their skills for using ICT in teaching.

6.3 Strategy Development and Deployment

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?

The institution selects, collects and analyses the data and information on academic and administrative aspects by decentralization of the power and work.

The institution monitors the performance of the teaching and nonteaching staff by self appraisal, students' feedback on the faculty performance and assessment of the faculty members by the HOD.

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

The changes resulting from the action plans are accomplished and sustained by proper allocation of the Human and financial resources. Various committees of the institution are entitled to assess and recommend the resources needed for carrying out the academic and co curricular activities. The concerned committees forward the recommendations to the HOD and then the HOD and the management members consider the recommendations for allocation of the human and financial resources.

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 school teachers, faculty and administrators involved in the planning process?

Academic planning and management committee prepare academic calendar at college level. The recommended academic plan is discussed during staff meeting among staff members and HOD of the college, management members, school personnel and then it get finalized. Before finalizing the academic plan the practice teaching school teachers are also consulted regarding tentative schedule for the availability of schools for practice teaching and organizing extension activities.

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

Major decisions are taken during staff council meeting. The information is passed to the staff members through circular and it is displayed on notice board for students.

The communication and deployment approach of the institutional objectives is individualized. It adopts a hierarchic from students to teachers. Teachers in specific and through committee are accountable to the HOD. The HOD and the management Committee mutually get in touch with the parents of the student teachers, practice teaching schools, and personnel of education department of district, state and university. The objectives of the institution are communicated to the student teachers through prospectus, orientation classes, events organized, and meetings of house and tutorials, college magazine, wall magazine and specifically through the display of the vision, mission and objectives in the institution. The management and the HOD deploy the faculty and student teachers to achieve the objectives by organizing meaningful events, along with its academic activities and co-curricular venture. The feedback and participation of schools and community are deployed in action by sharing the objectives with 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?

The institutional plan includes every latest instructional aide to upgrade the level and effectiveness of classroom interaction and instructions in terms of learning outcomes. So the HOD considers the suggestions and references proposed by the faculty members regarding the use of new technology in teaching-learning process and deploy the physical resources management committee of the institution. The committee makes a survey of the adjoining markets and then reports to the Director and HOD for further actions.

6.4 Human Resource Management

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

The faculty development needs are identified by the HOD of the institution by evaluating self appraisal reports of the faculty members. By taking into consideration the needs of the changing scenario, The HOD guides the faculty for career progression. From time to time he motivates the staff members to proceed further and appreciates their contribution.

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 HOD. A comprehensive evaluation by the student-teachers is 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)

Free Transport facility and good salary is provided for the staff and faculty. TA 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 various workshop on skill up-gradation and provide training to the teaching and non teaching staff to keep abreast with current and latest topics of their respective fields.

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 leading newspapers of national repute. 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 is the part-time, Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

No, part time /Ad-hoc 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 institution supports and ensures the professional development of the faculty. Faculty members are continuously motivated and encouraged for their professional development. The faculty members are sponsored to participate in seminars and workshops organized by the various other institutions. For the purpose, TA/DA is provided by the

institution to the faculty members. Institution also organizes extension lectures, seminars and workshops for the professional development of the faculty

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 HOD office, and 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 HOD through circulars. College has provision of 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 Research 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 generated from :

Promoters own contribution

Surplus generated from the running of other institutions

Borrowing from Banks/financial Institution

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

Nil

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, Consultancy fee & other sources 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 parts, objections raised and dropped).

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

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.

Decentralization of the leadership through committee system.

Democratic decision making system.

Cordial interaction among stakeholders and administrative members.

Communication Skills are developed through Seminars, and debate contests.

Annual academic audit by ISO.

Welfare measures introduced to keep the staff motivated.

Committed academic leadership.

Grievance/redressal mechanism adopted.

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 IQAC was established and its prime task is to develop a system for conscious, consistent and catalytic improvement in the performance of the Institutions. IQAC will help to channelize the efforts of the Institution towards academic excellence and helps to maintain the momentum of quality consciousness.

IQAC reflects quality Mgt. Structure, strategies and processes which would enhance academic quality of the Institution as perceived by the faculty, student, Alumni and other stockholder in line with the Vision, Mission and Goals of the Institution.

The objectives of the IQAC are:

1. To ensure quality improvement in the entire activities and programmes of the institution.
2. To ensure stakeholders participation in planning, management and development of different programmes.
3. IQAC evaluates the achievements the goals & objectives of the Institution.

The IQAC has been established in the Year 2016

Composition of IQAC Members.

Chairperson : Principal

Management Representative : Sri Mahesh Pd Singh

Administrative Staff : Sri Gauri Shankar Singh

External Expert : Sri Manish Kumar

Faculty members :

1. Smt Deepmala Kumari
2. Prof. Madan Kumar
3. Smt Purba Das

Alumni Member : Sri Mahesh Pd Singh

Technical faculty : Smt Anjana Kumari

Student Member : Miss Somya Kumari

Co-ordinator : Smt Deepmala Kumari

Major activities undertaken by IQAC:

To inculcate basic information and importance of IQAC among teachers and students.

Development and application of quality bench marks parameters for the academic and administrative of B.Ed. Department.

Organization of workshops/Seminars/on teaching quality themes.

Dissemination of Information on various quality parameters of Higher Education.

Quality enhancement is done through periodic review of the system by governing body.

Progress and feedback monitoring by IQAC.

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

The Board of Governors, Academic Body and the Administrative body critically analyze the efforts and results made by the institution to evaluate the achievement of goal and objectives. It involves the evaluation of feedback and suggestions provided by the student-teachers, practice teaching 'schools, alumni members, parents of the student-teachers, well informed community members and faculty members.

All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year provide a complete picture of accomplishment status 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. By intensified teaching learning sessions and systematic appraisal of student performances.

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

The institution ensures the quality of its administration and financial management by making the process more transparent and accountable to the stakeholders. The quality initiatives on financial management are like:

Preparation of annual statement of accounts by the management.

Auditing by a registered chartered accountant.

No complaint from stake holders for administration and finance proves the success of the process adopted.

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 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.

This institution encourages, focusing on design and development of pedagogic activities which will promote inclusion in the institution. The teacher are being exposed to the concept of inclusive education, need based pedagogy on principles of effective teaching such as-classroom organization, seating arrangement, evaluation process, etc. The teachers are being given orientation on different disabilities. Discussion sessions are organized for the teachers and students on:-

1. The different types of disabilities, identification, causes and prevention.
2. How to help the children with disabilities in classroom and at home.
3. Various government facilities available to the students with disabilities etc.

As and when possible teachers are allowed to attend seminars, workshop and training programmes and undergo training to appraise themselves with the direct application of their knowledge and skill to teach students in inclusive setting.

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?

The institution follows State Government's Policy in matters of admissions. In the syllabi the B. Ed. courses there are some subjects especially devoted to education of exceptional children, women education, and education of socially disadvantaged. This provision in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning.

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.

In the curriculum of B.Ed. course the activities that are being organized to foster social interaction, active engagement in learning and self-motivation are:

Building link between the school and community. learning process, especially to the children with special needs through case studies.

To manage and organize other than classroom school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.

Prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.

making proper arrangement for the use of library, teaching aids, field visits, play ground etc.

To identify and focus special attention on the content enrichment needs of the pupil.

Action researches are conducted by every student-teacher and they get self motivated to solve their day to day classroom problems.

In B. Ed. courses various activities are provisioned in the curriculum such as community services, maintaining records of the schools, organizing various extension activities etc.

Adequate attention socially backward and economically weaker students through free ship, extra classes and remedial coaching.

Women centered programmes introduced regularly.

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

The institution provides orientation to the student-teachers to understand each child individually to give them personal attention in the teaching learning process, especially the children with special needs. Some of the suggestive activities that are being organized in the institution are:-

Making the student-teachers aware of the characteristics of children with diverse background.

Student-teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.

Student-teachers are trained to understand and deal with the needs and problems of children with diverse background during teaching practice.

Conducting action research by the student-teachers.

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

The institution has provision of all possible support to the physically challenged students. So far since five years no such students has been enrolled. The College provides all the facilities in the campus to meet the needs of physically challenged, Such as fresh room for physically challenged, ramp facility and wheel chair at the ground floor of the college etc.

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 Grievances redressal committee handles gender sensitive issues, if any. Women empowerment and sexual harassment prevention cell is functioning in our College. Grievances of female students are deal with by faculty members with kind attention & rectified.

The institution is well prepared to handle and respond to gender sensitive issues. The principle of equality is followed by the teachers and the management alike. Special care is taken to avoid `any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes and particularly leadership training is given to girls also. Sufficient numbers of women teachers are employed. Women's Day is being celebrated every year. The active and inspiring women from the community are invited on this occasion. The inter house completions of poster making, slogan writing, poem recitation, speech and drama are held on the theme of women empowerment. Each house is accompanied by a female teacher and a female student-teacher representative.

All the student-teachers of the institution participate in awareness and extension services concerned with gender sensitive issues. This institution gives priority to promote social responsibilities and citizenship roles among the students.

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

The institution ensures the access to the information on organizational academic performance during meetings of the academic council. Maintaining confidence of the stakeholders in the institution is a top priority of the institution. The institution displays its achievement pursuits and excellence of its students in information brochure, college

magazine, during teaching practice, meetings of community members, national and local newspaper on its website also. The URL is updated from time to time about the new developments in the institution.

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 institution involves stakeholders through institution community parents' participation and Alumni Association. In different meetings organized by the institution, various issues are being discussed about the academic and administration aspects with stakeholders periodically. The stakeholders are welcomed with good suggestions and these suggestions are being reviewed from time to time. Students are involved directly in the academic activities as far as content analysis, evaluation methods, and extension activities are concerned. Tutorial groups and house in-charge ensures the participation of students in cultural and social activities and competitions. Student-teachers' suggestions are also invited through suggestion box. Student representative of each house communicate the information, problems and suggestions of the student-teachers to the respective teacher in-charge.

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 Performa 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. Parents teacher meeting after every assessment is specific future of our institution.

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.

Students assure quality education by providing feedback on various aspects and participating in various activities. Progress and feedback monitoring is done by IQAC. 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 allows students to collaborate with peer groups, review their marks, and overall performance, register and participate in various events. The institution makes this vital information like transcripts, attendance, 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.

The matter related to Quality Assurance and its importance in the college is made to understand to all concerned personnel. Quality Assurance awareness is kept in mind all the time by stake holders ,teaching /non-teaching staff and students .Excellence through quality is the key factor for all round development of the college in terms of imparting lectures, preparation of lesson plan, while taking classes by the students during internship and also all associated academic projects, workshop etc.

The college believes in quality in all academic and admin aspects, despite some constraints ,the teaching and non-teaching staff is conscious of its responsibilities towards the organization especially students. As the quality is an evolving construct, continuous and conscious efforts towards the incremental improvements in teaching and admin.

Conclusion:

To sum up the Institution takes lot of care in understanding various aspects of the curriculum and their effective implementation. The education imparted the institution envisages self, community and national development. The curriculum addresses the issue of ecology and environment, value orientation, global trends and demands. Also sufficient attention is given to teaching learning and evaluation. By providing a conducive student teacher ratio and through library facilities, individual assignments, team teaching, seminar and practical, active learning is ensured. ICT is employed in the evaluation of teacher training.

The Institution has provided the necessary infrastructure like, spacious classrooms library labs, to ensure effective teaching learning. Students have been supported with tutorial system, remedial teaching providing recreational facilities, grievances redressal placement cell and Alumni association.

The Institution is governed in a democratic way, library advisory committee, internal quality assurance cell, anti ragging committee, and grievances redressal cell have been formed; duties are delegated and monitored. The head of the institution by interacting with staff and students and through questionnaires receive feedback. This information is shared by him with College administration. A review of this feedback charters the future course of action.

The Institution has an internal quality assurance cell, which evaluate the various achievement of institution. The goals and objectives including excellent exam results and students participation in academic and extra-curricular activates.

Mandatory enclosures :

- i. IEQA Evaluation Report : Track ID: BRCOTE24891
- ii. Certificate issued by AISHE of 2015-16 for RPS Teachers Training College



Rediffmail

Mailbox of pedtpatna@rediffmail.com

Print

Cancel

Ann-8

From: ieqa@naac.gov.in

To: pedtpatna@rediffmail.com

Subject: IEQA Report

Date: Thu, 28 Jan 2016 16:47:08 IST

Cc: rceastneast@naac.gov.in, ieqanaac@gmail.com

Dear Sir/Madam,

Please find IEQA Evaluation Report attached below.

Track Id : BRCOTE24891
 College Name: r p s teachers training college

Congratulations ! You have earned IEQA status . Institution should submit SSR/SAR (5 hard copies and 1 soft copy) within six months from the date of obtaining IEQA Status.
 Please note that the SSR/RAR uploaded on your institutional website must not be password protected and accessible to public until completion of the A&A process by NAAC. For further details/ instructions on procedures and timelines for processing A&A applications kindly visit our website: www.naac.gov.in

Note :

- No Separate intimation will be mailed on the above matter.
- Ensure submission of the SSR in the correct and applicable format. Please use the NAACs **Manual for Self Study** applicable to your institution.
- The Institutions are hereby advised to upload information on **All India Survey of Higher Education** in MHRD website (<http://aishe.gov.in>) under intimation to NAAC. At the time of submission of SSR/RAR to NAAC, institutions have to submit the documentary proof of uploading the AISHE information
 Please note that a copy of IEQA application submitted by college is to be annexed to SSR/SAR so that peer team can verify the data

Kindly note: SSR/SAR should be submitted by post/courier only. SSR/SAR will not be accepted by hand in NAAC office.

THIS IS AN AUTO GENERATED MAIL, PLEASE DO NOT REPLY TO THIS MAIL.

Please contact your regional co-ordinator in case of any issues/clarifications

Thanks and regards
 Director,
 NAAC

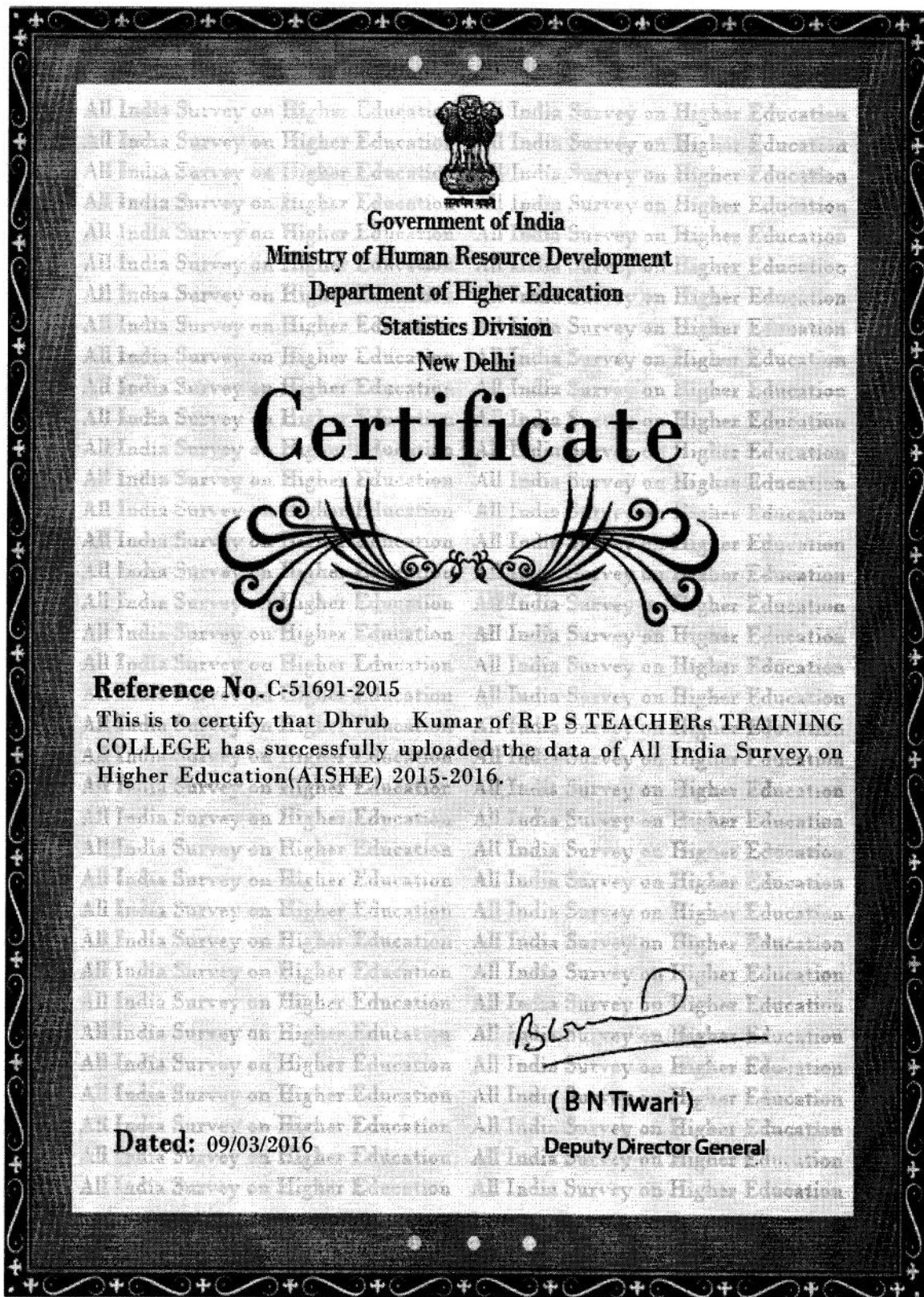
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Secretary

R.P.S. Teacher's Training College



Government of India

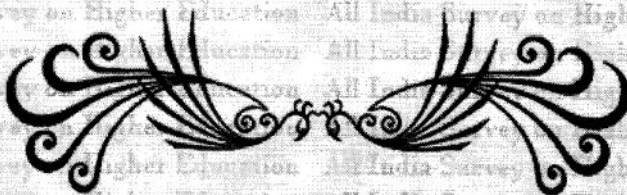
Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



Reference No. C-51691-2015

This is to certify that Dhrub Kumar of R.P S TEACHERS TRAINING COLLEGE has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2015-2016.

(B N Tiwari)

Deputy Director General

Dated: 09/03/2016

