
A. Profile of the Institution

1. Name and address of the institution:

**Victor Public College
Bharthana, Distt:- Etawah
U.P.206242**

2. Website URL : www.victorcollege.org

3 For communication:

**Victor Public College
Bharthana, Distt:- Etawah
U.P.206242**

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Chairman: Mr. Rohan	05680-225081	05680-225081	collegevictor@gmail.com
Principal : Dr. Dunga Ram	05680-225081	05680-225081	collegevictor@gmail.com
Self - appraisal coordinator : Dr. J.K.Singh	05680-225081	05680-225081	collegevictor@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Chairman: Mr. Rohan	9410058079	9410058079
Principal : Dr. Dunga Ram	05680-225081	05680-225081
Self - appraisal coordinator : Dr. J.K.Singh	05680-225081	05680-225081

4. Location of the Institution:

Urban Semi-urban Rural Tribal

5. Campus area in acres:

3

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	2005

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

Chatarpati Sahu Ji Maharaj University , Kanpur

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

Month & Year

2f

MM	YYYY
06	2011

Month & Year

12B

MM	YYYY
06	2011

10. Type of Institution

a. By funding	i. Government	<input type="checkbox"/>
	ii. Grant-in-aid	<input type="checkbox"/>
	iii. Constituent	<input type="checkbox"/>
	<i>iv. Self-financed</i>	<input checked="" type="checkbox"/>
	v. Any other (specify and indicate)	<input type="checkbox"/>
b. By Gender	i. Only for Men	<input type="checkbox"/>
	ii. Only for Women	<input type="checkbox"/>
	<i>iii. Co-education</i>	<input checked="" type="checkbox"/>
c. By Nature	i. University Dept.	<input type="checkbox"/>
	ii. IASE	<input type="checkbox"/>
	iii. Autonomous College	<input type="checkbox"/>
	<i>iv. Affiliated College</i>	<input checked="" type="checkbox"/>
	v. Constituent College	<input type="checkbox"/>
	vi. Dept. of Education of Composite College	<input type="checkbox"/>
	vii. CTE	<input type="checkbox"/>
	Viii. Any other (specify and indicate)	<input type="checkbox"/>

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Graduation	B.Ed.	Graduation	Degree	1 Year	Hindi/English

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Graduation	B.Ed.	F-NRC.NCTE/F-3/UP1221/ 2005/ 2637 Date-09-June-2005		100

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	√	No	
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Mission

Yes	√	No	
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Values

Yes	√	No	
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Objectives

Yes	√	No	
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2. Does the institution offer self-financed programme(s)?

If yes,

a) How many programmes?

Yes	√	No	
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01

b) Fee charged per programme

B. Ed.

51250.00

3. Are there programmes with semester system

NO

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

Yes		No	√
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

NIL

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

Course	Option/Elective available
B.Ed.	14

6. Are there Programmes offered in modular form

Yes		No	√
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Number	-
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	√	No	
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Number	01
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8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	
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Number	1
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	√	No	
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Yes	√	No	
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Yes	√	No	
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Yes	√	No	
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Yes	√	No	
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10. How long does it take for the institution to introduce a new programme within the existing system?

One Year

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

Yes		No	√
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Number	Nil
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	
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Number	01
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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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 (specify and indicate)

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

- a) Date of start of the academic year

28/07/11

- b) Date of last admission

27/11/11

- c) Date of closing of the academic year

26/06/12

- d) Total teaching days

220

- e) Total working days

200

3. Total number of students admitted (2012-2013)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	45	54	99	39	37	76	8	15	23

4. Are there any overseas students?

Yes		No	√
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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

9340.00

- b) Unit cost including salary component

22448.00

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (2011-2012)

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	75.27%	50.44%	65.22%	45.60%

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum & Tutorials
B.Ed.	45	20	23

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	<input type="text" value="1"/>	<input type="text" value="0"/>
b) Minimum number of pre-practice teaching lessons given by each student	<input type="text" value="1"/>	<input type="text" value="0"/>
c) Discussion lessons after practice teaching	<input type="text" value="0"/>	<input type="text" value="2"/>

11. Practice Teaching at School

a) Number of schools identified for practice teaching	<table border="1"><tr><td>0</td><td>5</td></tr></table>	0	5
0	5		
b) Total number of practice teaching days	<table border="1"><tr><td>4</td><td>0</td></tr></table>	4	0
4	0		
c) Minimum number of practice teaching lessons given by each student	<table border="1"><tr><td>4</td><td>0</td></tr></table>	4	0
4	0		

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

No. of Lessons In simulation	<i>Ten Micro Teaching</i>	No. of Lessons Pre-practice teaching	<i>Two Discussion Lessons</i>
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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

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

Programmes	Internal	External
B.Ed.		100%

16. Examinations

a) Number of sessional tests held for each paper	<table border="1"><tr><td>0</td><td>1</td></tr></table>	0	1
0	1		
b) Number of assignments for each paper	<table border="1"><tr><td>0</td><td>1</td></tr></table>	0	1
0	1		

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

	Yes	No
Computers	√	
Intranet		√
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		

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

Yes	√	No	
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Number	01
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19. Does the institution offer computer science as a subject?

Yes	√	No	
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Two	25%
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2. Does the Institution have ongoing research projects?

Yes		No	√
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If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

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

Nil

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

- | | | | |
|-----------------------|--|--------------------------|---|
| <input type="radio"/> | Teachers are given study leave | <input type="checkbox"/> | √ |
| <input type="radio"/> | Teachers are provided with seed money | <input type="checkbox"/> | √ |
| <input type="radio"/> | Adjustment in teaching schedule | <input type="checkbox"/> | √ |
| <input type="radio"/> | Providing secretarial support and other facilities | <input type="checkbox"/> | √ |
| <input type="radio"/> | Any other specify and indicate | <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. | Ph.D. | 2 |
| b. | M.Phil. | 3 |

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	√		2
Academic articles in reputed magazines/news papers	√		8
Books	√		3
Any other (Seminar Souvenir)	√		34

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

Yes No

Number

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

	Faculty	Students
National seminars	19	x
International seminars	01	x
Any other academic forum	25	15

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

Self-instructional materials	√
Print materials	√
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
Digitalized (Computer aided instructional materials)	√
Question bank	x

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

5

16. Does the institution provide consultancy services?

Yes No

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

Only Free Consultancy

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

Local level	√
State level	√
National level	√
International level	Not Yet

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

3200

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?

25

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

50000.00

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

32750.00

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

103330.00

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

500000.00

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

Yes

No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching				
Non-Teaching				

8 post Sanctioned for teaching & 6 post sanctioned for non teaching. reservation policy as per UP State Government Rules

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	Nil	Nil	Nil	Nil
Non-Teaching	Nil	Nil	Nil	Nil

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

	Open		Reserved	
	M	F	M	F
Teaching	3	1	3	1
Reader	-	-	-	-
Professor	-	-	-	-

b. Number of temporary/ad-hoc/part-time teachers

	Open		Reserved	
	M	F	M	F
Teaching	-	-	-	-
Reader	-	-	-	-
Professor	-	-	-	-

c. Number of teachers from

Same state

8

Other states

00

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	7:100

13. a. Non-Teaching Staff

	Open		Reserved	
	M	F	M	F
Permanent	2	1	1	2
Temporary	-	-	-	-

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1	-	1	-
Temporary	-	-	-	-

c. Ratio of Teaching – non-teaching staff

8:6

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

As per audit report enclosed

15. Is there an advisory committee for the library?

Yes No

16. Working hours of the Library

On working days	9:00 AM – 4:00 PM
On holidays	9:00 AM -12:00PM
During examinations	9:00 AM – 5:00 PM

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books	5210
- Textbooks	3200
- Reference books	2010
b. Magazines	18
e. Journals subscribed	20
- Indian journals	17
- Foreign journals	03
f. Peer reviewed journals	0
g. Back volumes of journals	261
h. E-information resources	03

- Online journals/e-journals	All online Journals of NCTE & University
- CDs/ DVDs	50
- Databases	NIL
- Video Cassettes	11
- Audio Cassettes	8

20. Mention the

Total carpet area of the Library (in sq. feet)	1040
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	-
Partially automated	
Fully automated	√

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

Circulation	√
Clipping	√
Bibliographic compilation	√
Reference	√
Information display and notification	√
Book Bank	√
Photocopying	√
Computer and Printer	√
Internet	√
Online access facility (In Process)	-
Inter-library borrowing	×
Power back up	√
User orientation /information literacy	×
Any other (please specify and indicate)	×

23. Are students allowed to retain books for examinations?

Yes	√	No	
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24. Furnish information on the following

Average number of books issued/returned per day	35
Maximum number of days books are permitted to be retained	
by students	15
by faculty	Full Session
Maximum number of books permitted for issue	
for students	06
for faculty	10
Average number of users who visited/consulted per month	1500
Ratio of library books (excluding textbooks and book bank (Facility) to the number of students enrolled	40:1

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

There is no specific Budget for Library as and when Library advisory Committee recommended books for library. On the basis of recommendation of library advisory committee the management will purchase books for library.

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

	I (2009-2010)		II(2010-2011)		III(2011-2012)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	987	238098	483	166987	352	54870
Other books	-	-	-	-	-	-
Journals/ Periodicals	16		15	17		17

Criterion V: Student Support and Progression

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

Programmes	2010-2011	2011-2012	2012-2013
B.Ed.	0	1	0

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

Yes	√	No	
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If yes, how many students are under the care of a mentor/tutor?

25

3. Does the institution offer Remedial instruction?

Yes	√	No	
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4. Does the institution offer Bridge courses?

Yes		No	√
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5. Examination Results during past three years (provide year wise data)

	B.Ed.		
	2009-2010	2010-2011	2011-2012
Pass percentage	Zero Session	100	100
Number of first classes		62	76
Number of distinctions		12	6
Exemplary performances (Gold Medal and university ranks)	0	0	0

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

	I	II	III
NET	-	-	-
SLET/SET	-	-	-
Any other (specify and indicate)	-	-	-

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

Financial Aid	2009-2010	2010-2011	2011-12
Merit Scholarship	Zero Session	03	03
Merit-cum-means scholarship	Zero Session	-	-
Fee concession	Zero Session	3	6
Loan facilities	Zero Session	-	-
SC /ST/ OBC Students	Zero Session	-	-

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

Yes	√	No	
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9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	√
Non-teaching staff	Yes		No	√

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

Yes	√	No	
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If yes, number of students residing in hostels

Men	-
Women	22

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	
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13. Availability of rest rooms for men

Yes	√	No	
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14. Is there transport facility available?

Yes	√	No	
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	
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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	√		8	√		12
Inter-university	-	√	-		√	-
National	-	√	-	-	√	-
Any other (specify and indicate) College	-	√	-	-	√	-

(Excluding college day celebration)

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	04	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2010

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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20. Does the institution regularly publish a college magazine?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2009-2010 (%)	2010-2011 (%)	2011-2012 (%)
Higher studies	Zero Session	22%	30%
Employment (Total)	Zero Session	18%	20%
Teaching	Zero Session	15%	18%
Non teaching	Zero Session	3%	2%

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 years.

2009-2010	2010-2011	2011-2012
Zero Session	18	22

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

- | | Yes | No |
|------------------------------------|-------------------------------------|--------------------------|
| • Academic guidance and Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Personal Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Career Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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

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

Governing Body/management	Two in Year
Staff council	One in one month
IQAC/or any other similar body/committee	Two in Year
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	As and when required

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

Loan facility	Yes	√	No	<input type="checkbox"/>
Medical assistance	Yes	√	No	<input type="checkbox"/>
Insurance	Yes	√	No	<input type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

5. Furnish the following details for the past three years

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

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

National	01		
International	NIL		

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

2		
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d. Number of Seminars/ workshops/symposia on curricular development, Teaching- learning, Assessment, etc. organized by the institution

3		
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e. Research development programmes attended by the faculty

4		
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f. Invited/endowment lectures at the institution

10		
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h. Any other area (specifies the programme and indicates)

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

a. Self-appraisal	Yes	√	No	
b. Student assessment of faculty performance	Yes	√	No	
c. Expert assessment of faculty performance	Yes		No	√
d. Combination of one or more of the above	Yes	√	No	
e. Any other (specify and indicate)	Yes		No	√

7. Are the faculty assigned additional administrative work?

Yes	√	No	
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If yes, give the number of hours spent by the faculty per week

Senior faculty members were deputed as convener/ members of no. of inspection committees / proctorial duties etc. but no definite no. of hours per week are fixed

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

Grant-in-aid	NIL
Fees	5125000.00
Donation	NIL
Self-funded courses	N/A
Any other (specify and indicate)	Funds from society

9. Expenditure statement (for last two years) 2011-2012 2012-2013

	2011-2012	2012-2013
Total sanctioned Budget		
% spent on the salary of Teaching & Non Teaching Staff	54.33	60.59%
% spent on books and journals	3.38%	1.45%
% spent on developmental activities (expansion of building)	1.41%	2.37%
% spent on telephone, electricity and water	7.29%	8.17%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.50%	2.10%
% spent on maintenance of equipment, teaching aids, contingency etc.	5%	5.04%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	4.93%	1.50%
% spent on travel	1.71%	0.77%
Any other (specify and indicate)	18.45%	18.01%
Total expenditure incurred	5862865.46	5873886.91

Audited Balance Sheet & Income & Expenditure A/c Receipt & Payment A/c, is enclosed herewith
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10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2010-2011	89672.03.00	-
2011-2012	232745.54	-
2012-2013	341571.59	-

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (Recording MT Lesson)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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	<input checked="" type="checkbox"/>
b) for students	<input checked="" type="checkbox"/>
c) for non - teaching staff	<input checked="" type="checkbox"/>

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 have 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?
(For The Year 2012-2013)

B.Ed.

	Category	Men	%	Women	%
a	SC	23	23	15	15
b	ST	-	-	-	-
c	OBC	16	16	22	22
d	PH				
e	General Category	8	8	15	15
	TOTAL	47	47	52	52
f	Rural	35	35	40	40
g	Urban	12	12	12	12

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

	Category		Teaching staff	%	Non-teaching staff	%
a	SC	Men	1	12.5	-	-
		Women	-	-	1	16.66
b	ST	Men	-	-	-	-
		Women	-	-	-	-
c	OBC	Men	2	25	1	16.66
		Women	1	12.5	1	16.66
e	Physically Challenged	Men	-	-	-	-
		Women	-	-	-	-
f	General Category	Men	3	37.5	2	33.33
		Women	1	12.5	1	16.66
g	Any other (specify)					

4. What is the percentage incremental academic growth of the students for the last two batches B.Ed.

Category	At Admission		On completion of the course	
	2010-2011	2011-2012	2010-2011	2011-2012
SC	Out of - 12 I Class - 02 II Class - 10 III Class - 00	Out of - 21 I Class - 05 II Class - 16 III Class - 00	Out of - 12 I Class - 05 II Class - 06 Fail - 01	Out of - 21 I Class - 14 II Class - 06 Fail - 01
ST	Out of - 00 I Class - 00 II Class - 00 III Class - 00	Out of - 00 I Class - 00 II Class - 00 III Class - 00	Out of - 00 I Class - 00 II Class - 00 III Class - 00	Out of - 00 I Class - 00 II Class - 00 III Class - 00
OBC	Out of - 67 I Class - 22 II Class - 45 III Class - 00	Out of - 62 I Class - 22 II Class - 40 III Class - 00	Out of - 67 I Class - 53 II Class - 14 III Class -	Out of - 62 I Class - 50 II Class - 12 III Class - 00
Physically challenged	Out of - 00 I Class - 00 II Class - 00 III Class - 00	Out of - 00 I Class - 00 II Class - 00 III Class - 00	Out of - 00 I Class - 00 II Class - 00 III Class - 00	Out of - 00 I Class - 00 II Class - 00 III Class - 00
General Category	Out of - 21 I Class - 15 II Class - 06 III Class - 00	Out of - 17 I Class - 11 II Class - 06 III Class - 00	Out of - 21 I Class - 20 II Class - 01	Out of - 17 I Class - 17 II Class -

DECLARATION BY THE HEAD OF THE INSTITUTION

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

This SAR is prepared by the institution after internal discussion, 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 : Bharthana

Signature of the Head of the Institution

With seal

Date:

Victor Public College
Bharthana, Distt:- Etawah
U.P.206242

SELF APPRAISAL REPORT

THE EXECUTIVE SUMMARY

1. **Introduction**

Victor Public College is located in Bharthana , Etawah , UP. The college is located in a picturesque surrounding of Bharthana. The college was established in the year 2005 by its founder the philanthropist and a social worker of Bharthana Shri Rohan under a registered Society named "Victor Public School Society". The college is located in an Eco-Friendly environment with a sprawling lawn in front of the college building and large number of trees on and around the campus.

The intake capacity of the college is 100 seats in B.Ed. The college at present admits 100 students in B.Ed. The college is affiliated to Chatarpati Sahu Ji Maharaj University , Kanpur . The college campus is close to the city. The college is Co-Education college in nature

2. **The Infrastructure**

The college building fulfills all the norms prescribed by the NCTE. It has spacious class rooms, a multipurpose hall, a well equipped library having a stock of more than 5000 books and a large number of Educational Journals, Magazines and Newspapers are received in the library. The college has Psychology, Science, Computer & Educational Technology Laboratories, a Girls Common Room, a Staff Room, a Principal's chamber, a Director's chamber, office and Toilets/washrooms for girl students and staff members. Acquaguard and water cooler facilities are available for providing safe drinking water to

students and the staff. The college has ICT facilities, access to Internet and other important teaching aids.

3. Curricular Aspect

The curriculum prescribed by Chatarpati Sahu Ji Maharaj University, Kanpur is followed in the college.

4. Teaching Learning and Evaluation

The admission to B.Ed. course is done through a common entrance test conducted by one of the universities of UP decided by the Government of UP. The government has decided the rules for admission to B.Ed. course. The university conducting the test gives an advertisement giving date of the test and eligibility conditions.

The college takes special care that students from different background are integrated as early as possible and all students get equal opportunities for development.

The college has tutorial system, which provides individual attention to the students since a tutor has a small group of students attached to him. The students get opportunity to express themselves, raise their doubts and difficulties and participate in discussions. This takes special care of brighter and weak students.

The faculty members use ICT in their teaching and the student-teachers are also encouraged to use this faculty in their practice teaching lessons.

During pre practice and practice teaching students-teachers are given experiences of strategies like role playing, focused group discussions, simulation etc.

For the supervision and guidance near about 20 students are allotted to one supervisor. 05 schools are selected for practice teaching programme and 20 students are placed in one school.

There is also provision for internship in which students are placed in 4 to 6 schools and stay there for the entire working hours of the school and in addition to teaching two or three lessons per day get experience about all the roles which a school teacher has to perform. They get acquainted with the school records and conduct a case study.

In pre practice teaching phase students are oriented to lesson and unit planning and are given instructions about points to be kept in mind during practice teaching. They also have to do Micro Teaching. The institution gives Appreciation & Reward to the Teachers whose performance is excellent.

5. Research Consultancy and Extension

Since the college has been started only 5 years back much has been not been in the area of research and publication however the college publishes its annual magazine. The faculty members have attended some seminars/workshops. The institution expects its students to develop teaching-learning material (TLM), which they use during practice of teaching. Some of the TLM prepared by students are distributed among the practicing schools. The principal & Lecturer are also involved as a resource person in some of the training programmes organized by the CTE .

6. Infrastructure and Learning Resources

The college has physical infrastructure as per NCTE norms. The information has been given in introductory para. The institution has an arrangement with an honorary physician to conduct the health check up of the students and he is also available on emergency calls.

The college has a well-equipped library managed by a well-qualified librarian and adequate technical staff. The library has more than 11000 volumes and receives number of journals, periodicals, magazines and newspapers. The ET lab of college has adequate audio-visual TLM. As mentioned earlier the college has Internet access.

7. Student Support and Progression

There is formal system of assessing the weaknesses of students before starting theory and practice teaching. The students are motivated to perform well in tutorials by tutors and in-group meetings by group teachers.

The dropout rate is negligible ranging between 0% during last five years for students. Nearly 60% of our students opt for teaching career. Near about 50% students go for higher studies which includes M.Ed./M.A. (Ed.)/M.A., M.Sc. or M.Com. The activities of the college both curricular as well as co-curricular are conducted as per the college calendar, which is prepared in the beginning of the session and is approved by staff council. College also has games and sports facilities and organizes Sports Day. Many cultural and literacy activities are organized in the college. Some of our students have represented the college/university in state level & National events and some have won awards too.

8. Governance and Leadership

The purpose vision, mission and values are made known to stakeholders through the college magazine, orientation programmes for students and staff council meetings. The principal plays a leadership role through democratic and decentralize administration. She also supervises the teaching and practice teaching programme efficiently. For effective administration and management of different institutional activities number of committees are constituted every year. For democratic functioning of the institution the staff council plays an important role. All-important decisions are taken in staff council democratically. The academic plan of college is also discussed in staff council. The college has an Educational Advisory Committee whose valuable suggestions go a long way in academic development of the college. For the development of the faculty the faculty members are deputed to attend seminars. In-house discussions are also held on important issues of education and the national, international documents published on education from time to time.

The performance appraisal of faculty members is done through self-appraisal method and student feedback.

The institution employs a Chartered Accountant for external audit whereas the Accountant of the society does internal audit.

9. Innovations

The college has an Internal Quality Assurance cell as per the guidelines of NAAC.

The staff council organizes review meetings after completion of every major activity/programme to see whether the goals set by this institution are being achieved, the shortcomings or failures are also identified and corrective steps taken.

The B.Ed. syllabus has topics on inclusion, exceptionalities and gender sensitivity. These topics help in developing awareness and competencies related to these issues among students.

The positive social interaction, self motivation and active engagement in learning is achieved through following activities -

- (a) Tutorials
- (b) Mentor-system
- (c) Open Air Session Camp
- (d) Get together programme
- (e) Block Practice Teaching
- (f) Games and Sports meet
- (g) Cultural and Literary activities
- (h) Assignments and Sessional work

The institution rarely gets physically challenged students, but whenever such a student gets admission special care is taken about his/her seating arrangement and special help is rendered to him/her in library and practice teaching.

There is a regular system of getting feedback from students, faculty members, management and school Principals. The data of such feedback are analysed and used for bringing about improvements in the college programme.

Thus the institution stands out as a unique college of teacher education for its distinct emphasis on imparting the sound theoretical knowledge of curriculum subjects, teaching and training methods, including practical exposure to actual teaching with a humanistic touch to groom the student teacher to become both effective teacher and fine persons. Finally, the student teachers should be capable of carving out and drawing out the best in humans who would contribute in shaping the future of the STATE and building the GLOBAL VILLAGE.

CRITERION I: CURRICULAR ASPECT

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

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

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

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

Vision of the College:

- To prepare and develop competent, innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.
- To provide value-based curriculum and dynamic academic environment for strengthening faith in humanistic, social and moral values as well as in Indian cultural heritage and democracy.
- To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.

Mission of the College:

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

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

1.1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and

formalizing the decisions in statutory academic bodies).

The curriculum for B. Ed. course is developed by Chatarpati Sahu Ji Maharaj University , Kanpur and same is circulated to the affiliated colleges by the University. Although, there is no direct role of the college in curriculum development process, however, the college put forward the suggestions for making improvements in curriculum as and when it is desired by the University.

The Institution invites the feedback and suggestions about the existing curriculum of the Course from all the faculty members, members of Alumni Association, student-teachers of current session & teachers on a prescribed format / questionnaire.

After compiling, analyzing and getting and evaluating the feedback, the suggestions are recommended to Chatarpati Sahu Ji Maharaj University , Kanpur, statutory academic body, for amendments/modifications in the curriculum.

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

The curriculum of the programme is being developed by the concerned Affiliating body (as mentioned in above paragraph) and modern aspects of teacher education like ICT, computer education, SSA, Inclusive Education other latest developmental programmes in education sector etc.

have been included in the curriculum. The concerned affiliating bodies make necessary modifications in the course curriculum from time to time as per UGC/NCTE guidelines as well as changing social and technological scenario.

In the era of 'Smart Class concept', institution has introduced the ICT in education theory and practice as well. Teaching practice sessions has been enriched with EDUSAT experiences and exercises for B.Ed. student teachers in the Govt. Middle & Secondary schools, Bharthana.

Besides ICT, the emerging need is value enriched teachers. The institution has a value oriented system of working. We initiate the session with Prays. Morning assembly is organized by student teachers of respective "Houses" on all working days.

Various co-curricular activities spontaneously encourage the student-teachers to learn in team work and integration.

The personality development and communication skills are also in demand globally. So, the institution provides the exposure to the student-teachers through its cultural, sports and literary activities to acquire these skills and groom their personality. Besides this the college specially runs value added courses like English Spoken Classes, Personality Development Classes etc.

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

The curriculum of the B. Ed. course bears thrust on national issues like Value education, Gender Equality, Human Rights, Equality, Social Cohesion, Secularism, Environmental Degradation, National Integration, Population explosion, Women education, Education of disabled children and ICT.

There are compulsory and optional papers in B. Ed. Course in which the issues related to national concerns are discussed in detail.

The teaching methodology & classroom interaction along with the practicals and various activities like celebration of various events, festivals, tree plantation & competitions etc. ensure the results in thrust areas.

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

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

Mainly academic calendar, year planner, time table, committee structure and their functions, important rules, norms, circulars, notices, different groups like tutorials, house, work education & work experience, proceedings,

agendas and findings of staff meetings, various clubs and activities, sports and cultural events are to be organized, the rewards & recognitions criteria/schemes/strategies, library & labs, material, requirements & their stock check etc., house examinations & annual examinations, seating plan, staff duties are planned with the help of ICT.

Demonstration lessons by teacher-educators and Micro-teaching and Practice teaching lessons by student-teachers are planned and presented with the use of Multi Media Projector & OHP. Staff members prepare and present the orientation programme & instructional materials for their classroom teaching by using ICT.

1.2 ACADEMIC FLEXIBILITY

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

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

various topics related to education as a part of their sessional work. This provides them an opportunity for reflective thinking on various issues related to education. The college organizes seminars for students in which they give presentations.

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

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

For the effective implementation of curricular aspect of the course all the faculty members use various Innovative and Technological approaches of teaching and learning. Various methods like demonstration, lecture and Problem Solving are used with wide variety of teaching aids such as OHP, Computer, Slide Projector, charts, Models etc. While providing effective Teaching Learning environment to the student-teachers in the campus and in the classroom they are being motivated to do work with community and in the community. There is provision of field work in the curriculum of B.Ed. The student-teachers in addition to attending lectures, participate in discussions,

tutorials and seminars. They also undertake case-studies of children during Block-Practice-Teaching, the students get opportunity of observing the actual functioning of schools and thereby, they are able to relate the theory they learn in the classroom with the actual practice in the field. During Block Teaching, they get an opportunity for conducting social surveys.

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

During the last three years the University had not added any value added course in the curriculum, however, a concept of 'Open-Air-Session Camp' involving closer contact with community was also added in the curriculum much earlier.

During last three years college has introduced several personality development aspect contents in the academic calendar. Program for communication skill, ICT skills, life skills, Blood donation camp, Book and cloths distribution to the poor for community orientation.

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

- 1 Interdisciplinary/Multidisciplinary**
- 2 Multi skill development**
- 3 Practice Teaching**
- 4 School experience/internship**
- 5 Work experience/SUPW**

6 Any other (specify and give detail)

All the above mentioned activities /programmes are the core part of the B.Ed. curriculum all these are covered during the tenure of all academic activities.

➤ Interdisciplinary/Multidisciplinary

The curriculum of B. Ed. Course has interdisciplinary / multidisciplinary approach. There are various fields of specialization in the B. Ed. course such as Education Psychology, Philosophy, Technology, Science, SST, Language (Hindi, English, Sanskrit), Development of certain skills like chalk board writing, preparing & handling teaching aids using computers & other ICT and work experience.

➤ Multi Skill Development

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

➤ Practice Teaching

As B. Ed. course is a teacher training course, in it there is proper provision of practice teaching in simulation

as well as in actual classroom situation. Every student-teacher completes 10 days of pre-practice teaching days and 40 days of practice teaching. During period student-teachers are properly oriented about teaching skills, lesson planning & effective teaching. Student-teachers prepare and present various lessons according to skill assigned.

During practice teaching at school level, every student-teacher delivers 20 practice lesson and one criticism lesson in each teaching subject. During this period all the student-teachers are monitored and supervised by their concerned supervising teacher educator, who provides feedback to the student-teachers for their effective work.

➤ **School Experience:**

There is a provision of both theoretical and practical aspects of school experience or school management. In paper III , student-teachers are given conceptual knowledge about the management of school facilities and problems, library, infrastructure, time table, human resources etc. At the End of the Block Teaching at school every student-teachers apply all this knowledge in the actual situations. There they organizes morning assembly, make arrangements for teaching learning situations, management & material resources, manage funds at school level and scholarships. At the end of the Block teaching at school every student-teacher writes a detail report. Student-teachers also conduct an action research project during practice teaching and provide solution/remedies to a particular problem.

➤ **Work Experience/SUPW:**

The aim of B. Ed. course is to develop competent and skilled teacher. A teacher can become capable by contributing to the society. B.Ed. Course /curriculum have the provision to develop certain skill through various work experience subjects.

Student-teachers are encouraged to participate in various community services, extension activities. Student Teacher are encouraged to participate in Sports Activities, International & National Day Celebrations, Literary Activities, Cultural Activities etc.

1.3 FEEDBACK ON CURRICULUM

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

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

a. Feedback on curriculum by the student-teachers:

The institution has tried its best to cater the needs of the students, society and nation through best practices in curriculum. Student- teachers' views & suggestions are

invited on the curriculum for necessary modifications & improvement in the current curriculum. For this purpose the institution is working with two tools: first one is inviting student-teachers' feedback on pro forma, given by NAAC, through which student-teachers rate the complete course and the curriculum of the various subjects. The second tool is the suggestion box available in the college campus, where student- teachers can put their suggestions regarding the improvement in the curriculum.

b. Feedback on curriculum by the- Alumni:

The view and suggestions of old students of the institution are also invited with reference to the curriculum. These students are encouraged and motivated to provide feedback on the curriculum of the B.Ed. course. They are asked to post/disclose their views in following manner:

- Oral expression of their views about the curriculum to the Principal or the subject teacher.
- Writing their suggestions/ideas directly to the Principal or subject teacher.
- Provide their suggestions through suggestion box.
- Giving their suggestions through E-mail.

c. Feedback on curriculum by Employers:

Employers of the institution indirectly participate in the curriculum development by providing man & material resources, moral and financial support to organize extension lectures and to attend workshop and seminars regarding curriculum development.

d. Feedback on curriculum by Teaching Staff:

- The institution has its Internal Curriculum Review & Reform Committee consisting staff members as subject experts. This committee analyses the existing curriculum of the B. Ed. course, finds out the needs & difficulties of the student - teachers and provide suggestive measures for the modification in the curriculum.
- The faculty members meet after every academic activity to review and discuss the strengths and weaknesses of the activities. They also provide suggestive measures for improvement in these academic activities.
- The existing working related to curriculum aspects of the college are discussed in the staff council meeting,
- Teachers play an active role in the tutorials to solve problems of student-teachers regarding the curriculum.

a. Feedback on curriculum by the Community:

The institution has established a cordial linkage with the community. There are various occasions where the Institution and the community come together. At the time of every meeting formal & informal feedback is received from the community regarding the curriculum. Some of the activities are:

- The institution has established extension linkages with Community and local educational institutions

i.e. practice teaching schools & colleges. We also organize various services/ activities in the community such as vaccination camp, awareness programme etc. and also received feedback and suggestions from the community members at that time.

- The institution always invites Heads & staff of the practice teaching schools, parents of the student-teachers & community members in various activities, functions, exhibitions and competitions of the college on Teaching aids, skill in teaching, cultural activities, talent search, sports meet etc., where they provide their valuable feedback & suggestions to the course.
- The feedback from the school teachers, during practice teaching about the B. Ed. course and their experience at practice teaching on prescribed proforma (developed by the institution) is collected and reviewed.
- The institution is planning to organize a meeting and workshop with school Principals and teachers of the neighbouring schools to share their views on the methodology and curriculum of the B. Ed. course.

Thus institution is trying, its best, to communicate & receive feedback from all its stake holders, with regard to curriculum.

1.3.2 Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes

to be brought in the curriculum? If yes give details on the same.

Every year the feedbacks from the student-teachers provided through the Suggestion Box are collected and then their views are discussed in the staff council and curriculum review committee. If there is any remarkable suggestion then those are reviewed in staff council meeting and then sent to the curriculum review committee of the institution for further discussion and analysis which sends its recommendations to the University and higher education department.

The second tool i.e. students views on curriculum through proforma introduced from the session (2010-11) and feedback from student-teachers are being collected about the existing curriculum.

Various areas are identified by the curriculum review committee of the college where certain changes and improvement are required. The major area are :-

- There should be adequate provision of Inclusive Education in the curriculum to make the student-teachers aware about the issues of inclusive practices.
- There should be more emphasis on developing more skills among the student-teachers.
- The course duration should be of two years rather than one year.

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

Nil

1.4 CURRICULUM UPDATE:

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

No changes have been made in the B.Ed. curriculum during last five years

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

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

1.5 BEST PRACTICES IN CURRICULAR ASPECT

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

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

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

The institution tries its best for the effective implementation of all the curricular and co-curricular aspects of the course. All the theoretical and practical aspects of the curriculum are taken into consideration while implementing the curriculum. Firstly institution plans in advance for the activities to be organized. The various activities dealing with the curricular and co-curricular aspects are planned very well by the institution

in the annual year plan. Proper care has been taken while planning the year plan. For effective implementation of the curricular and co-curricular part of the course and the year planning committee analyses the every aspect of the year including holidays, weather conditions, school availability for practice teaching, Important National & International days and needs & requirements of the curriculum.

For implementation of the curriculum aspect of the course the institution tried well to implement all the planned activities. The various committees are constituted for the better implementation of the academic plan to act as a team to accomplish the task. The various committees like cultural, academic, time table, literary & workshop, library, tour committee etc. work independently as well as with collaboration with each other for the better implementation of the curriculum.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

Criteria for admission(B.Ed.) –

The students who have 50% marks (General) in graduation or post graduation are eligible to apply for admission in B. Ed. course. In the case of reserved category students, the eligibility condition is 45% marks in graduation or post graduation.

Admissions in B.Ed. course are conducted and regulated by the State Universities & State Govt. of UP. The students are admitted in B.Ed. course on the merit basis, taking consideration of reservation policy and other rules of State Govt. of U.P. through Entrance Test conducted by State Universities.

The admissions were made through online counseling by State Universities. The vacant and left out seats were re-advertised to ensure the equal and easy access for all the eligible candidates aspiring for admission.

Role of college admission committees:

The Institution has the separate and specific admission committees for B. Ed.. Committee has one convener and three teacher members. The committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, Coordinator Joint Pre Test, Chatarpati Sahu Ji Maharaj University , Kanpur, State Govt. of UP. The Handbook of information for admission in B.Ed. is considered as reference and reliable source along with the above circulars.

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

The programme is properly advertised through News Paper, Brochures & Prospectus in education fairs etc. The institute published its updated prospectus annually containing the full information of the institute and course as well. The institute adopts several other means of advertisement about the information as hoardings, through T.V. channels, local media etc. Information provided to the students as under.

- Vision mission & objectives of the college
- Academic & non academic staff details
- Library & laboratory details
- Transport facility

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- Infrastructure details
 - Scholarship & other facility
 - Admission eligibility
 - Fee structure
 - Admission guidelines,
 - Student sports & Cultural Activities
 - IQAC
 - Last year results
 - Alumni Association
 - Guidance & placement information etc.

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 can admit only those students which are allotted by the State Universities. All decision regarding admission is withheld with the State Universities. However the institution monitors all the admission process through Admission Committee.

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. of UP, State Universities & Chatarpati Sahu Ji Maharaj University , Kanpur.

This committee maintains the record of relevant information and decisions and orders of competent authorities i.e. NCTE, state Govt. of UP , State Universities & Chatarpati Sahu Ji Maharaj University , Kanpur.

It has been the prime concern and focus of the admission committees that the determined admission policies and procedures must be equitably applied to all the applicants. In this direction, 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 9:00 am to 5:00 pm. during the admission process.

So in this way the institution effectively and whole heartedly monitors admission decisions to ensure that the determined admission criteria are equitably applied to all the applicants.

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

The institution has a privilege of its location, that's why its student 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:

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- The institute assists the economically weak student teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them. The uniform and transport aid are also provided.
 - Physically challenged students are provided with the wheelchair facility. They get a supportive environment in every curricular and co-curricular activity. They are engaged in cultural events to boost their morale. Institute bears medical expenses and provides fee concessions to the physically challenged students.
 - Religious festivals and events are celebrated by student teachers for integration of their faith and beliefs. Every student is encouraged to share and represent her culture and act in various cultural activities and morning assemblies. Diwali, Holi and Christmas are celebrated in the institution. The educational tour to various places of historical importance were successful ventures in this direction.
 - 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 any campus experience with girl student advisor, women cell incharge and their concerned tutors.
 - 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. Every year on 8th March the institution celebrates the International Women's Day.

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- The female student-teachers are encouraged to participate in the inter-college competitions organized by different colleges of education in UP. The team of girl students is always accompanied by a female teacher incharge and conveyance facility is provided by the institution.
 - The students of this college has won many prizes in inter college competitions of pot decoration, shloka recitation, skill in teaching, Marwari dance, best out of waste, poster making, quiz contest and chart making organized by different reputed colleges in UP in last three years.
 - The linguistic diversity has been facilitated in teaching learning process by educating through both medium - Hindi and English. There is an equal respect and attitude towards various languages and dialects of the students. The teacher-educators take care of their emotional attachment to the languages and dialects so that students feel comfortable in a learning friendly environment.

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

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

I. Orientation Programme:

Every academic session begins with the orientation programme. The teacher educators introduce the nature and structure of teaching subject options to the students. The student-teachers have an opportunity in the programme to share their views, to make queries and discuss their point of view regarding the course structure and schedule.

In this programme, an intimate and cordial relationship develops between student teachers and teachers. It facilitates the institution to judge the knowledge, needs and skills of student-teachers.

II. Talent search competition:

Every year institution organizes the talent search competition just after the admission process completion. It has various segments 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 their persona, knowledge, specific skills and needs.

III. Entry Level Test:

Every year our institute takes an entry level test of all admitted student to identify slow as well as advance learners to make appropriate policy for them.

2.2 CATERING TO DIVERSE NEED

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 including social, moral, cultural and academic aspects of personality. Student teachers are trained enough to compete with all the challenges in the modern era.

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

The accent is on learner-centered instruction. The trainees are encouraged to participate in seminars. They are given periodical assignments, the best of which are presented in the class. This facilitates learning by doing.

Invited lectures by experts in various fields are organized. 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?

There are various learning needs of the student teachers which are based on subject matter, individual differences & need of the curriculum. All the learning needs of the student teachers are taken into consideration. The problem of varying levels of achievement among learners is met by carefully regulated and well-graded exercises, which aim to take the learner from the simple to the complex. Periodical feedback from learners through tests and assignments enable the trainer to identify areas of difficulties to various learners and device suitable remedial strategies. Peer teaching is also arranged through group work.

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?

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 (Hindi, English, Sanskrit, Gen. Science, Mathematics, Biology, Physics Social Studies, Civics, Home Science Economic, History, Com. Practices, Book Keeping etc.) 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
- Lesson Planning
- Developing core teaching skill through simulation
- Observation & discussion of demonstration lesson
- Practice Teaching
- 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 educator is knowledgeable and sensitive to cater to the diverse students needs?

The institution ensures that the teacher-educators are knowledgeable and sensitive to cater the diverse needs of the students with the help of the following best practices:

1. The college has well qualified and experienced faculty. Two of our staff members have Doctoral Degree (Ph.D.) in education.
2. The institution has the mechanism to observe the model lessons of the teacher-educator in the classroom. After observing the behavior of the Teacher-educator while teaching in the classroom, the observation are made known to all the staff members and a peer feedback is collected. All the positive and negative aspects of the teaching are discussed and feedback is provided to the concerned teacher-educator for improvement, if needed. With the help of this mechanism a teacher can also evaluate his/her classroom behavior and bring necessary modifications in it.
3. Students' feedback is also taken on prescribed proforma regarding the teaching of all the faculty members.
4. Staff Approved by the C S J M University, Kanpur
5. Teacher-educators are allowed to attend & participate in various seminars, conferences & workshops etc. organized by different universities/institutions. Appropriate T.A. / D.A. are also paid to them for attending the same.

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6. The Institution sends teachers to participate in the Refresher course/orientation courses to provide them an opportunity to exchange experiences with their peers and eminent educationists.
 7. Teacher educators emphasize on making good and healthy student-teacher relationship to cater the diverse needs of student teachers. Teacher educators adopt the appropriate strategies to assess the slow and advanced learners. The teacher educators are encouraged to obtain feedback and communication from the students, alumni, employers, community, academic peers with regular meetings and discussions.
 8. The facility of suggestion cum complaint box has also been provided by the institution.

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 (House wise) where all the faculty members and student teachers assemble for prayer and other assembly activities. The morning assembly includes following activities:
 - **Gayatri Mantra**
 - **Saraswati Vandna**
 - **Prayer**
 - **Thought of the day**

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- Views of prominent/ eminent personality on values, education or any national concerns
 - Preparation of self composed or inspired poetry
 - Daily news
 - Bhajans/ Shabad/ Devotional Song/ Patriotic Song
 - National Anthem
2. Every session and important functions are started with the 'Hawan' .
 3. Organizing various social and cultural programmes.
 4. Celebrating days of National, International and Social importance, such as Republic Day (26th Jan.), Independence Day, Women's Day, Diwali, Aids Day, Science Day etc.
 5. Organizing Extension Lectures.
 6. Daily Display of thought of eminent thinkers & educationist on display board.
 7. While organizing any activity/function at college level student- teachers are assigned duties/responsibilities to provide them opportunity to organize various activities, under the supervision of the concerned tutor/house incharge.
 8. While organizing various competitions at college level, student-teachers are assigned different responsibilities.
 9. There are five houses at college which have to perform various duties according to their turn. Every week, it is the duty of the concerned house to write news, thought of the day, observing discipline, and ensuring college/campus cleanliness etc.
 10. In maintaining the greenery at the campus student-teachers are motivated to plant trees and flowering plants and also they are assigned duties to protect them.

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11. Student-teachers are also motivated by organizing Extension lectures for them.
 12. Student-teachers are provided guidance & counseling services by the Guidance-Counseling Cell of the college to provide right direction to their future & career.
 13. The student-teachers are given orientation in different types of disabilities, identification, causes and prevention.

Thus all the above mentioned practices help the student- teacher to develop knowledge & skills related to diversity and inclusion & apply them effectively in the classroom situation.

2.3 TEACHING LEARNING PROCESS

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

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

Library: The library is used as resource and knowledge centre and students are motivated to use the resources on daily basis and spend some time in the library every day without fail.

Internet: There is a facility of Internet (Broadband) in computer room, where students can use it to prepare seminar, assignments and notes.

Individual Project: All students are assigned topics for class Seminar and Home Assignments.

Practice Teaching: All students do micro teaching as well as macro teaching in both the school subjects.

Practical Work: Each and every student does the practical works as envisaged in the curriculum.

As mentioned earlier the college has made provisions for basic learning facilities and resources for student-teachers and faculty members to be used during theory teaching and teaching practice phase. Faculty members and student-teacher both use library, computers and other teaching materials regularly. Special provision for using library has been made in college Time Table. During pre practice & practice phase student-teachers are given experience in strategies like role playing, focused group discussion and simulation. They also make use of Internet in practice teaching and preparation of final lessons. During internship programme some of the student-teachers use strategies like team teaching, discussion etc. Under the practical work, which is the compulsory component of curriculum they undertake case study, administer psychological test and prepare TLMs.

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?

For making learning student centered, there is a provision of tutorials wherein students-teachers get opportunities to organize their ideas on different issues of education and present these ideas in the group. Secondly, during the presentation in seminars they get opportunities for participation. Both these activities help in developing different skills.

Individual Project: All students are assigned topics for class Seminar and Home Assignments.

Practice Teaching: All students do micro teaching as well as macro teaching in both the school subjects.

Practical Work: Each and every student do these practical works:

- Administration and Interpretation of psychological tests.
- Preparation of teaching aids and experiments
- Construction and administration of two Achievement tests in two school subjects.
- Action Research/ Case study.
- Language Learning.
- Computer Learning.
- Observation of lessons taught by student teachers in each method.

All these activities are student centered. Through these participatory activities, students acquire knowledge and use it in the development of skills

2.3.3. What are the instructional approaches (various models of teachings used) and experiences

provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

At Victor Public College integration of traditional as well as modern methodology of instructions are used to impart the instructions & providing various learning experiences to the student teachers. The traditional methodology include lecture method, discussion, Heuristic method where as modern methodology includes use of modern technologies, interaction models, source method, project method, problem solving method, demonstration and experimentations etc.

As in the B.Ed. curriculum 56% weightage is given to theory and rest 44% weightage is given to pedagogical skill developments, practical work, field work, teaching practice etc. All the necessary step has been taken for the effective implementation of the curriculum aspect, theory as well as practicals.

Various strategies have been adopted by the institution to ensure effective learning of the students which include simulation, audio-visual aids, learning by doing, seminars, assignments etc.

With the use of various instructional strategies we are providing variety of experiences to the learners. As mentioned earlier B.Ed. curriculum has the weightage of 52% to the practical work. This practiced work is carried out with the active participation of the student-teachers, student-teachers are engaged in work experiences, preparing charts, Models, making useful products from

waste material and community services, actual school setting, various cultural social programme for providing various learning experiences to ensure better and effective learning.

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

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

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

Yes, the student- teachers use micro- teaching Technique. They complete 10 micro lesson plans in their respective teaching methods.

Skills:

- Introduction
- Lecturer
- Black Board writing skill

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- Stimulus-variation skill
 - Reinforcement skill

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

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

1. 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 students
- 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 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.

➤ **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 and consent from higher authorities' such as District Education Officers & Block Education Officer of the concerned district is taken. Then with the permission letter for D.E.O. or B.E.O., teaching practice committee meets the head of the concerned school and gets permission to conduct practice teaching.

➤ **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 42 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 & Director Principal:**

The smooth and effective functioning of the teaching practice is ensured by the regular visits of the teaching Practice Committee Members and the Principal herself. She regularly visits various schools randomly and observes the conditions at the school. During their visit, she meets the head of the school, staff members, and student-teachers and also observes some practice teaching lessons and provides feedback accordingly. She 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 incharge as per need.

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 of that particular school during 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) criticism lessons are delivered by each student-teacher at practice teaching. The teaching practice session goes for at least 40 days. Therefore, one lesson 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 20 student-teachers. At practice teaching, a supervisor or mentor teacher observes almost 20 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 writes

his/her comment & suggestions about the lesson in the lesson plan note-book of the 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 Principal and Head of the schools.

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

A group of students are attach with the particular school which was selected by the institution. In that school students are acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts, and preparation of time table, debates, 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 funds & 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 teachers? If yes give details on the same.

Yes, the Practice teaching programmes including Block Practice Teaching are planned co-operatively in consultation with the headmasters of the schools. The Principal of the college, while planning for practice teaching, personally contacts each school along with convener of practice teaching programme and discusses the details regarding practice teaching. Special care is being taken about the needs of the school while allotting student teachers to the schools. The practice teaching Time Table is prepared in consultation with schools. The lesson plans to be used in the practice sessions by trainees are prepared by them in consultation with the guide/mentor teacher and the College faculty in-charge. They are subjected to scrutiny and revision.

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

The aspect of diverse learning needs is addressed through theory paper, which enables the students-teachers to manage and handle diverse learning needs of students during practice teaching phase. In case of any difficulty they discuss such issues with their supervisors. Student – teachers teach in the class keeping in mind to the mental

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

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

Student-teachers are well trained to use modern technological equipments such as computers, OHP, slide projector, T.V., LCD projector etc. for making teaching-learning process more effective. This training has been provided to them in the paper-VIII of the B.Ed. course. In this paper, 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 plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Practice teaching session /plans are developed in partnership and cooperatively involving student-teachers and staff helps each other in deciding /selecting topics for lesson plan for their teaching. The Principal gives permission to conduct practice teaching in school and teaching staff provide topics to the students of their concerning subjects.

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

The 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.

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- 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 students and how it is used for performance improvement.

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

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

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

2.4.5 How do the faculty and students keep pace with the recent developments 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 faculty members are given opportunities to attend and participate in seminar, conferences, workshops and extension lecturer in colleges and Department of Education, Chatarpati Sahu Ji Maharaj University , Kanpur 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 of relevant tools and techniques.

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

The college encourages teaching staff

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- To enhance their academic qualifications.
 - To attend and participate in seminars, workshops, orientation and refresher programmes.
 - To publish educational articles in different educational journals and magazines etc.
 - To write books.

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

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 administrator Principal 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.

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4. The Faculty members with exceptional best results are recommended as deputy/assistant supdtt. in annual theory examinations and coordinator - examiners in annual practical examinations of the B.Ed. by the Chatarpati Sahu Ji Maharaj University , Kanpur.
 5. The institution has a provision for its good performing teachers that they can obtain academic leave for research and studies.
 6. The institution recognizes the catalytic role of active and dedicated teachers and motivates them by conferring upon them the special roles as staff secretary, student advisor, controller of examinations and convener of different college committees.
 7. The institution provides desirable facilities to it's good performing staff members i.e. PC for personal uses, internet and fax for their teaching, training, academic and research work.
 8. The institution has a brand new transport facility for convenient and comfort travel of its staff members. Almost all staff members used to commute for their duties.
 9. The Principal and managing committee have personal equations with its faculty members. This cordial bond ensures the intrinsic motivation among staff members for better results.
 10. 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 are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality etc.)

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all necessary measures are taken. The Institution takes all efforts to ensure a smooth teaching-learning process. The library and the laboratories are well equipped. The teachers are always available for consultation and guidance. There is a sound Tutorial System that ensures individual attention to every learner. The management is liberal with funds for the improvement of infrastructure. There is inter institutional resource-sharing and adequate peer group interaction through invited lectures and visits to peer institutions.

2.5.2. Provide details of different assessment/evaluation processes (internal assessment, mid- term assessment, term end evaluation and external evaluation?)

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.

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- c. Internal assessment is conducted and finalised on the basis of student teachers performance in two local 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 incharges 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 conducive 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 Examination 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?

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

Tutorial and remedial classes are arranged to clear the doubts of the students. Entire process of evaluation and improvement is supervised by the subject teacher

through communication of outcomes. All the remedial classes and tutorials are arranged as per the requirements.

The results of house examinations and annual examinations are displayed on college notice board also to acknowledge the achievements students. Prospectus and advertising media also exhibit the results in brief and top meritorious students in general. This recognition stimulates learner to perform their best.

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

Computers are used for the question paper setting, result recording and analysis. LCD projector, O.H.P., audio-visual recorder with T.V. and Tape-Recorder are used for seminar presentation and skill in teaching lesson plans. Tape recorder is used for analyzing and making corrections in linguistic skills.

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

The institution is student friendly in its pattern of instruction and evaluation. The mentor system ensures this student-centric approach. The teachers also demonstrate teaching, learning and evaluation skills in the class.

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. Principal goes through this appraisal report and suggestions, if any, are communicated to the concerned teacher. Every month Principal 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 depth 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, story telling, problem solving, project method, role playing, report writing, brain storming, inductive-deductive

reasoning. The Faculty members have developed various teaching aids, models, slides, transparencies, 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 SERVICES

3.1 PROMOTION OF RESEARCH:

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

Institute always instigate the teacher to research as under-

- Study leaves are provided to the teachers
- Adjustments in teaching schedule are done for attending any research programme.
- Financial helps are provided to the teacher.
- Typing, photo copying, internet facilities are available to their cabins.
- Promotion / Increment as per norms.
- Transportation facility to the staff to attending the programme.

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

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

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

The staff members are encouraged to attend the Seminar and Workshops. The staffs are being paid TA and DA from the college for attending the Seminars and Workshops. Following are details of the Conference/Seminar/Workshop Attend by the faculty members in last five years:

- Teacher Training: Present & Future
- Teacher Education- Issues & Challenges
- Application ICT in Teacher Education
- Challenges of Teacher Education
- Responsibility of Teachers in Present Scenario
- National Education Policy, 1986 outlook of Primary Education
- Contemporary Issue of National Security in Present scenario
- Incorporation of Science of Living & Yoga Education in Teachers Training
- Education Consultation on Human Rights
- population Education
- Teacher's Education –In Search of Quality Enhancement
- Teacher's Education: Quality, Issues & Problems

3.1 RESEARCH AND PUBLICATION OUTPUT:

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

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

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

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

these prepared in their residences for which the required material is issued to the students.

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

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

- The innovation in teaching has been introduced in form of power point presentation on “Global Warming” , “Fundamental Rights” , “Parliament” , “Micro Teaching” etc
- 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.

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

A Organized by the institution

- “Preparation of Teaching Aids”
- Work shop on Statistical Analysis through SPSS
- “Computer Literacy Training Program” –by DIET

B Attended by the staff

- “Universalisation of elementary education”
- “Socially useful productive work”

-
- “Role of Schools in conservation of natural and cultural heritage”

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

NIL

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

District level award for “Environment Conservation” by UP Govt.

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

All the staff member completed their minor/major research work in their M.Ed., Ph.D., M.Phill. etc.

3.3 CONSULTANCY

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

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

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

Yes- Areas of competency

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

Consultancy is provided through personal interaction and college school level relationship.

3.3.3 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?

The consultancy service provided to the stakeholders is free of cost as the principal and the faculty members do not charge any fee from the students.

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

As there is no fee levied for consultancy, the revenue generation is zero from consultancy services.

3.4 EXTENSION ACTIVITIES:

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

- Through the various types of awareness camp, rallies associated with social Problems.
- Health care camp, blood donation camp with government organization.
- Sports programme for surrounding communities.
- Social education service programme as adult education child education, women education etc.

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

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

research works and guidance in preparing and use of TLM. It has resulted in acceptance of college among the local school community. Due to involvement of school teachers in developing lesson plans and providing feedback to the student teachers at the time of practice teaching, the college has succeeded in providing better training to the prospective teachers.

3.4.3 What are the future plans 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. The institution is also planning to tie up with Red Cross Society in near future. 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, Environment Conservation 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.

The institution runs various programme for community development.

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

Through the cultural activities, games and sports, community works, participation in other college activities interactive session with guest faculties morning assembly social speech etc.

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 such linkages.

NCTE, NCERT, CTE, Rotary Club

3.5.2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Not Yet

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

-
- 1 Curriculum Development**
 - 2 Teaching**
 - 3 Training**
 - 4 Practice Teaching**
 - 5 Research**
 - 6 Consultancy**
 - 7 Extension**
 - 8 Publication**
 - 9 Student Placement**

Curriculum Development:-The Curriculum is design by the Chatarpati Sahu Ji Maharaj University , Kanpur. College has to strictly follow the curriculum design by the Chatarpati Sahu Ji Maharaj University , Kanpur. The staff of The University is very helpful to the college.

Teaching:-Various journals & study material of NCERT and NCTE is helpful in enhancing the teaching quality.HOD and Dean of the University give support to the college by taking lectures.

Training:-The guidelines of Chatarpati Sahu Ji Maharaj University , Kanpur, NCERT and NCTE play major role in providing training to students as well as teacher educator.

Practice Teaching:- Staff of the Attached school is very kind & cooperative in nature so that practice teaching session is very smooth.

Research: - The faculty members of Chatarpati Sahu Ji Maharaj University , Kanpur very help full in research activities done by staff members.

Consultancy:-The staff members provide consultancy to our staff on various topics.

Extension:-The staff members of Practice Teaching schools guided our student as well as teacher educator in various extension activities.

Publication:-Various publication of NCTE, NCERT, Chatarpati Sahu Ji Maharaj University , Kanpur, help full to our student teacher as well as teacher educator in their teaching learning process.

Student placement: - Staff of practice teaching school, are very help full in providing placement to our student teacher.

In future, as said earlier, the linkages will provide major outcomes related to curriculum development, teaching, training, research consultancy and other such areas.

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

At present the institution has linkages with 5 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. For the practice teaching, schools are made available to the student-teachers by the school authorities easily. This not only needs co-operation from school teacher, but also it demands more appreciative look to these upcoming teachers. Community

members are also gives their best to make the programme more successful. The institution develops proper linkage with school sector by arranging activities such as School function, Tree plantation drive and various cultural, sports, literary and art competitions during teaching practice programme conducted in the schools.

The institution also invites school teachers to college for judging various competitions like, drawing competition, cultural programmes etc. We also invite school teachers as judges in various Skill-in-Teaching & On the Spot Teaching Aid Preparation Competitions of the College level or Inter College level. Our faculty also visits various schools for judgment in various Interschool competitions such as debates & declamations.

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

Yes, 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. 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. Our faculty members visited to the practice teaching before the starting of the Practice session to observe the students in various classes. Principals and faculty members from the Practice Teaching are invited for the suggestions to introduce the new teaching aids. The school teacher and faculty member of college both supervise the lesson of the student teacher and give oral as well as written feedback to the student teacher to enhance performance of the student teacher. The school teacher and faculty member of college both evaluate the lesson of student teacher.

To best of the practice a programme's success lies in the team culture. During Block Teaching the faculty members partners with school and its personnel to design, evaluate and deliver practice teaching by student teachers. Some of the activities during practice teaching are:

- Organizing morning assembly
- Co-curricular activities
- PT
- Bal Sabha
- Mid-day meal Programme
- Maintaining school Funds and Records
- Action Research
- Case Study

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

- i.** 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.
- ii.** The institution collaborate with other teacher education institution for reporting the grievances to the higher authorities like University, Higher Education Department, regarding upgradation of curriculum, fee structure and other such matters.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

It is a well established fact that we are going downhill in research despite of relative huge increase in funding and being global research community. About this institution it 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.

Measures were taken for improving consultancy and extension activities are:

- 1 Participation of different stakeholders in the decision-making process related to teaching methodology and functioning of the institution.
- 2 Collection of feedback from the stakeholders about the efficiency and transparency in the administration of the institution.
- 3 The institution supports and promotes extension activities partnering with stakeholders.
- 4 Academic achievement and other such feats of faculty and students are encouraged by providing publicity and recognition.
- 5 The institution regularly organizing local trips to rural areas and trying to create awareness among the students about the importance of ancient monuments pertaining to Indian culture and heritage. These educational trips and tour are helping the student teachers to aware about conservation of antiquities pertaining to Indian culture and heritage.

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.
 - Student teachers are provided with free consultancy regarding research activities.
 - The institution is periodically organizing clean and tidy programme to keep the college campus clean, environmental awareness programme to public, tree plantation, AIDS Awareness programme, etc.
 - During Annual Day Function, Women's Day Function, Republic Day, Independence Day, Holi Festival the college invites elders, parents of student teachers, and women to make them participate in the process.

Lastly, we have an obligation to give something back to our country which will have a long term impact on the whole country.

CRIETERION: 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 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. The Institution has a spacious building with well ventilated ICT enabled classrooms, seminar hall with a seating capacity for 250 students, extensive library and reading room facilities, well equipped laboratories for ICT , Education Technology, Science, Psychology and Computer Laboratory, Indoor sports room , outdoor sports ground , stores ,Principal's room, Office room , Common Room and Staff room.

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

Resources have never been lacking with our Educational Society. The Society has the resources and they will augment the infrastructure to keep up with the academic growth and also in view of the stipulations made

by the Regulatory authorities like NCTE and Affiliating University.

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

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

Craft Room and Work experience laboratory/workshop- has been established on the lines of 'learning by doing' philosophy in teacher education. The lab is equipped with moulds of various kind 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 - provision of the multipurpose hall with a seating capacity of 200 persons is there in the institution for provides a common platform to students, faculty and renowned educationists for regular interfaces, conferences, seminars and daily morning assembly. Many cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with appropriate lightening system and communication tools like public addressing system.

Playground- Provision of playground for organizing games like badminton, volleyball, handball, cricket and football is available. A running track for organizing athletics

is provided. Sports kit and material facilities are provided to the student teachers.

Other Facilities – CD player and CD's of educational films are available in the educational technology lab. LCD 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.

There is separate physical infrastructure enmarked for this college by society. Only playgrounds, transport facility , hostel facility are shared by other institution of parent society.

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 provisions of first aid room which has all the basic facilities for first aid. The services of consultant doctors are always available in the hours of need. The institution organized many camps where regular checkup of the student - teachers is done.

Provision of wheel chair for handicap students is also made available by the institution. A ramp is also provided at entrance of the building for easy locomotion of handicap students.

Provisions of dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution

For providing clean drinking water, water coolers are fitted with good quality of water filter. 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.

Canteen - At college campus there is provision of hygienic place for canteen which caters hot and cold drinks, snacks, nutritious breakfast with proper seating arrangement. The canteen is equipped with refrigerator and microwave oven. An advisory committee was constituted 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.

No

4.2 MAINTENANCE OF INFRASTRUCTURE

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

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

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

Budget is allocated in the beginning of the year optimally for all above items and spends fully. Supplementary budget provisions are made during the year if necessary/required.

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

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

The infrastructure is created as per the norms & requirement of regulatory body which optimally used for all the curricular, co- curricular and extra – curricular

purposes for which it is meant. In addition to the infrastructure, facility are extended to cultural programmes and other community related events.

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

The institutional building is resistant to earth quack. 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. The college campus is ornamented with lush green lawns, flower beds and rare distinct vegetation. 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 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. Silent generator is used to control noise pollution. A sapling is planted by every student and organic manure is used to raise the plant. 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. Students do improvisation of apparatus in which waste material is used to make various science lab equipments. Use of plastic carry beg, glasses, cups are prohibited in the campus So, by this practice wastage is reduced. Cracker free and eco- friendly Diwali is celebrated every year in the institution.

4.3 LIBRARY AS A LEARNING RESOURCE

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

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

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

The college has a library. It has more than 5000books. 17 Indian Educational Journals & 3 Foreign journals are subscribed in the library. There is 5 encyclopedias in the Library. The library is computerized. There is an adequate space for self - reading. Two books are issued to each B. Ed. student for 14 days. Each staff member can get 15 books for full session. The library has a four- member advisory committee which meets four times during every session. The library stock and services are now being computerized on Total Library Software System. The library has a photocopier, a functional internet terminal and 50 off-line learning CDs wherein 5687 topics are covered

under digital resources. The library functions from 09.00 hours to 17.00 hours on all working days including examination days. The reading room can accommodate 50 students at a time.

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.

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

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

- The librarian contacts to the different publishers for catalogues. These catalogues are given to the college library where the teachers select the books as per requirement of their subject.
- Teachers concern use library to make notes, wherever they feel requirement of particular books, journals and reports. They communicate to the librarian.
- Through these mechanisms, required books and literature bought up in the library.
- If any teacher find any book, suitable for the students, he/she can purchase it for the library and bill is paid.
- Institution has a Library Advisory Committee which considers the development proposals of the library and looks towards functioning of library. Library committee members are –
 - Convener (Librarian)

-
- 2 Members (Teacher)
 - Member (Library Assistant)

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

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

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

Yes, the institution library has computer, internet and reprographic facilities. There is a Computer with printer, Xerox machine, cyclostyling machine and Fax Machine. An active internet connection is also available in college library. All these facilities are used by faculty as well as student teachers. The library functions from 0900 hours to 1700 hours on all working days including examination days.

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

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

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

The library is kept open throughout the year except National Holidays. Daily working hours of the library including examination days are 8 hours i.e. 9:00 am to 5:00 pm.

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

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

***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?

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

4.4 ICT AS LEARNING RESOURCE

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.

ICT facilities:-

- Computers
- Internet Access Broadband
- Television
- Tape Recorder
- Radio
- O.H.P.
- Headphone
- Digital Camera
- Fax machine
- Mike
- Screen
- Transparency
- Slide Projector
- C.D. Player
- C.C.T.V. Camera
- Sound Speaker
- Amplifier
- Automatic Slide Projector

-
- Micro Phone
 - LCD Projector
 - Educational C.D.s
 - D.V.D. Player
 - Charts and model are also present.

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

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

Proper consideration is given for the use of ICT while implementing the curriculum. Provisions of a period in the time tables there in which 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. There are one paper in the course of B.Ed. Computer Literacy and Educational Implications, related to computers skills. By implementing these subjects basic computer skills are imparted to the

students. They are taught about information technology, internet, e-mail and basics of computers. 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 WINDOWS, MS Word, MS Excel, multimedia, internet power point and DOS commands. In these paper student teachers are trained to make small presentation. Various books on computer education are also available in the library. In these papers each & every student teachers are trained in Handling of followings Equipment

- Over-head Projector
- Slide-Projector
- LCD Projectors
- Computers
- Tape-Recorder
- T.V. and Video-Cassette-Recorder
- Camera

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

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

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

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

4.5 OTHER FACILITIES

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

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

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

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

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

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

4.5.3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and

ensure maintenance of the equipment and other facilities?

The following laboratories are available with the institution:

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

2. Science 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 etc., are also available.

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

3. Social studies lab – In this lab charts, models, globe, pictures, scrap book, model lesson plans, time lines, maps, atlas, measuring instruments, wind wane, drawing material, slides and transparencies of different geographical and historical places are available.

4. Educational Technology Lab – Computers, Internet, 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 and flower arrangement is also made available.

6. Computer Lab – Computers, Computer sessional File, CD's, transparencies, sample of sessional work, Question Bank, displayed in this room.

A teacher in charge of each laboratory keeps a check from time to time and look after the facilities, lab maintenance, upkeep and upgrading the equipments, materials and services available in the laboratory. Teacher incharge of respective lab ensures the careful and proper use of equipments of the lab. The damaged material is replaced and the areas which need some modifications are located by teacher incharge and feedback from student teacher is taken and then necessary modifications are done from time to time. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the equipments of the lab. The lab incharge takes care of the requirements of the lab and purchases equipments and other lab material according to the need and after discussing with the director principal. The student teachers are encouraged to optimally use the various material and equipments for learning including practice

teaching. They are encouraged to make lesson plans, power point slides, charts, models, transparencies related to their chosen teaching subject. Student teachers are shown model lesson plans. They are provided with reference material, teachers themselves demonstrate the use of equipments and material before the students and the students are motivated to use optimally these learning material.

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

- **Multipurpose hall** - The institution is having facility of multipurpose hall. Multipurpose hall has seating capacity of 200 persons. It acts as a common ground for students, faculty and renowned educationists for the regular interfaces, conferences, seminars and other events. This is the venue where daily morning assembly is held. For organizing cultural events and seminars this hall is equipped with communication tool like public address system.

- **Workshop** - The workshop has been established on the lines of 'learning by doing' philosophy in teacher education. The workshop is equipped with moulds of various kind and essential material of interior decoration, paper cutting and cardboard modeling, pot decoration, preparing best out of waste and material for chart and model preparation. Workshops on paper cutting and card board modeling are organized for the students from time to time during each session.

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- **Sports** - Provision of playground in the college premises 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.

Yes, The classrooms well equipped for the use of latest technologies for teaching. The classrooms equipped with over head projector. All Classrooms fully furnished.

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 Intel workshop and have got training by an expert about the use of computer in teaching. Teachers lay emphasis on the

overall development of the students. Teaching methodology is diverse. Use of ICT, inductive thinking strategies and problem solving methods are used for teaching. Main emphasis is on transfer of learning from theoretical to practical aspects, for this stress of every teacher is on learning by doing practices. The work supposed to be done by the learners is first demonstrated by the teacher. The approach adopted by the teacher is flexible not rigid. From time to time teachers attend and participate in different seminars, conferences and workshops. All the teachers are proficient in using computers for teaching. In teaching of science respective teacher lays emphasis on improvisation of apparatus. Here the emphasis is on learning through experiences and learning by doing. Teachers create such situations for providing 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.

- During teaching practice, student teachers are given training about the use of EDUSAT for teaching.
- Every student-teacher is taught about the basics of computer.
- Student- teachers use ICT for preparing their lesson plans and seminars.
- Every student teachers prepare & submit two OHP transparencies.
- Student teachers give power point presentation in their class room seminars etc.
- The exposure to the Language Lab and the practice gained thereby led to a qualitative improvement in

the spoken skills of the trainees. They become better speakers and better readers.

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

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

Criterion V: Student Support and Progression

5.1 Student Progression

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

In B. Ed. programme, the students' teaching aptitude is assessed by administering teaching aptitude test at the time of beginning of session. This is done to have an overview of their pre-requisite knowledge and teaching aptitude so that appropriate learning experiences can be provided to them. Beside this students are assessed in terms of their computer knowledge and skills. It is done with the objective that appropriate computer training can be provided to them which will be further helpful in future. In addition to this, students' profile is prepared in which information about students' academic background and their special achievements in other co-academic fields is maintained.

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 of the following:

FOR MOTIVAION:

The college motivates the students by giving Certificate (for participation in any activity), Prizes (for holding prominent positions First, Second, Third and Consolation), Trophies (For Group Activities) and Medals (Sport Meet etc.). Further some financial help in the form of cash prizes is also provided by the management. The names of the students achieving positions in various competitions i.e. college level, inter-college or university level name of the competitor have been displayed on notice board and are also announced in the morning assembly so that other students may also get motivation. The media persons from different newspapers are also invited to the college for the media coverage of all the programmes organized at college level. The students get motivation by reading their names in the next day newspapers. Faculty members also motivate the students for their performance in the classrooms.

SATISFACTION:

For the satisfaction of their efforts the student-teachers are encouraged by awarding grades, numbers, praise of their work etc. when their work is highlighted or nominated or praised in front of all the students they get mental satisfaction .

The student-teachers participate in morning assembly, cultural and academic functions where their instincts got satisfied. With the help of the mechanism of House system, tutorial groups and suggestion box student-teachers' problems are identified and every effort has been made to provide satisfaction to the students whether it is academic, personal or infrastructural.

DEVELOPMENT:-

For the development of the various aspects of their personality many programmes are organized. For example:

- Physical Development: Sports Meet and Games Period
- Moral Development : Morning Assembly, cultural Activities and Guest lectures on Values. Starting of the session with prayer, Morning Assembly, Saraswati Vandana & Gayatri Mantra before starting any activity.
- Social Development : Celebration of various functions like Holi, Eid, Diwali, Makar Sakranti etc. and active participation in the community services. Organization of educational tour.

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- Intellectual Development :Quiz, Debate, symposium etc.
 - Cultural Development :Organization of various Cultural Pogrammes (Talent Hunt, Annual Get together, Women's Day, Science day etc.), Plays and Dramas.
 - Vocational Development : Providing guidance to choose Right vocation through Guidance & Counseling Cell.
 - Development of Nationalism :
Celebration of important National days like Republic day, Independence day, Gandhi Jayanti, Martyrdom Day, Teacher's Day, World Peace Day etc.,

PERFORMANCE IMPROVEMENT:-

There are lots of activities involved in the teaching learning process where performance of the student-teachers is improved. The main activities are

For Teaching : Micro, Macro and Real teaching
For Academics : Unit Test , Seminars, Assignment, Projects. Internal Assessment Exam.

For Practical Work: Work Experience and Work Education are Held.

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?

There are no major dropout cases identified during the last three years of the institution.

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?

There is the provision of extra – classes and coaching on Sunday and other holiday by the teachers and other outside expert. This helps the student in awareness preparation of all competitive exams.

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

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

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.

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

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 institution arrange campus interview through this placement cell. In Last few year 37 student get benefited through this cell.

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

More than 50% students are outsiders, so they are not interested in getting job through placement cell.

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?

- Placement cell is fully financed by the institute
- All they required human facilities are provided.
- All the facilities of IT Lab, office, print material for updation.

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 effective transaction of curriculum, the teachers of B.Ed prepare course outlines in the teacher diaries for the concerned subjects to be taught by them. These course outlines are prepared well in advance by the teachers before commencement of classes and planning is done

month-wise as well as week-wise. In these teacher diaries, the outlines for micro teaching and simulation activities are also prepared. The planning is done by keeping in view the resources and time available. The planning is done in such a way that there remains a scope for carrying out revision of certain important topics and conducting practical activities. Further, for checking and monitoring the implementation of curricular plans, the teacher diaries are verified monthly by the head of the college.

The college prepares academic calendar for B. Ed. Course before the commencement of academic session. Regarding co-curricular activities, a list of activities is prepared after discussion in staff meetings and in the meetings of various committees, Cells & Clubs .The academic calendar is planned strategically on the basis of previous years' experiences and decisions regarding various activities are taken through mutual consensus in the meetings of staff council.

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

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

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

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

1. Tutorial Groups:

All the students of the college are divided into various Tutorial Groups. Each tutorial group has a mentor (teacher incharge) 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.

2. Sadan / Houses System:

The institution has introduced House system from the beginning of the college. There are mainly four houses constituted. All the students of B.Ed. are assigned to different houses according to their roll nos. having two or more house incharge (Teacher Educators). Every week a house on duty organizes the various activities of the week including daily Morning Assembly, Displaying News, Thoughts, and Current Events etc. Regular house meetings are provisioned in the time table to discuss & plan the activities of the week. Students are encouraged to participate in the various activities and competitions of the college in these house meetings by the mentor teachers.

3. 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.

4. 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 have its updated website i.e. www.victorcollege.org

The following information has been posted on the college website:

- Mission/vision 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.
- Details of Faculty (Teaching & Non- Teaching).
- Details of Laboratories and Library facilities.
- Image gallery of various 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.

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

Yes, the college offers remedial instruction to academically low achievers. The students' performance in class and house examinations is considered as a base for providing additional academic help and guidance. This remedial programme (remedial classes) is organized during preparatory vacations before the commencement of final examinations. The teachers identify the needs of students in concerned subjects where they are facing difficulties and individualized support (depending on the nature and extent) in the form of remedial programme to the low achievers is provided. Remedial help in the form of individual guidance is also provided to the students by the faculty members during the period when the classes are in function, especially during lunch break hours.

In addition to this, the college also offers special help and coaching for advanced learners who are identified on the basis of their class performance and achievement in house examinations. This special coaching is also imparted during preparatory vacations on the basis needs of such students.

5.2.7. What specific teaching strategies are adopted for teaching?

ADVANCED LEARNER:

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 have been utilized by encouraging them to participate in extracurricular and co-curricular activities.

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. The institution has made the facility of tutorial classes in the time-table. All the members of teaching staff have contributed to provide extra-attention to the slow learners. Special notes and extra classes facility has also provided to the slow learners. Time to time feedback has been taken by the concerned subject teachers. After understanding the learning needs of slow-learners, teachers provide all those learning facilities which they need.

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

‘Guidance Cell’ has been framed in the college for which one teacher has been given additional charge. The main functions of guidance cell are as under:

- To provide academic and career guidance to the college students.
- To provide students with study material required for various competitive examinations.
- To provide the students with information related to various competitive examinations.

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- To organize educational and vocational guidance activities for senior secondary school students.

This guidance cell collects study materials from faculty members, students and others and makes it available to the needy students as per their requirements. The students get it photocopied and return the original to the incharge of guidance cell. This guidance cell operates on cooperative and contributory approach.

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?

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

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

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

5.2.11. How does 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 institute ensure the students' competency at the beginning of teaching practice through skill development, micro teaching and simulation; Each student practiced at least six teaching skills in each subject before going to practice teaching. A teacher educator remains in school full time to support and supervise the subject student for teaching lesson planning and other teaching practice activities.

5.3 STUDENT ACTIVITIES

5.3.1 Does the institution have alumni association? If yes.

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

Yes, the college has its alumni association

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

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

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

The college provides various opportunities to involve the students in various activities for presentation & publication of their material:

1. Students' articles, thoughts, poems, jokes, stories etc. are invited for different sections of the college magazine. They submit all the material to respective subject editors (Teacher Incharge).
2. Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board.
3. Further students get chance to present their view in the activities organized by various clubs such as Science Club, Language Club, Mathematical Club, Eco-Club etc.
4. 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?

No

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 there are four houses and from each house two 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. The various committees, which have student's representative on it, are:

1. Alumni Association
2. Houses
3. Science Club
4. Mathematics Club
5. Social Studies Club
6. Language Club
7. Eco Club
8. Discipline Committee

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 developed a comprehensive system for different type of feedback for quality enhancement. It consists of collective student feedback on teacher performance and institution's work as whole feedback also obtained from the teachers voluntary or collectively for necessary change and improvements.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

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

- Participation in morning assembly and various cocurricular/ extension activities is mandatory for all students.
- Students' representation in various committees.
- Use of student-centred teaching-learning approaches like group discussions, class quizzes, seminars, team teaching etc.
- Grievance redressal cell for students.
- Suggestions and complaints box for students.
- Bank loan facility (Recommendation of students for availing bank loan).
- Bus pass facility
- Recommendation of students for scholarships.
- Medical and first aid facility.
- Mentoring arrangements for B. Ed students to promote peer group learning.
- Book bank facility for poor and needy students.
- Issue of library books for examination period.
- Guidance and Counseling Cell
- Women Cell

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1. INSTITUTIONAL VISION AND LEADERSHIP

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

Institute has very clear-cut Aim, Vision and Mission for its academic mobility.

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

VISION - Institute vision is to put best efforts to provide professional & quantitative education and quality through the leadership to fulfill society needs & aspirations.

MISSION - Institute Mission is to develop skill, dedication commitment orientation humanity, morality, ethics, and qualitative education for individuals, Institute make known all aims, vision & missions to the people through website, prospectus, annual publication and displaying.

OBJECTIVES - To develop reflective, critical and creative thinking among prospective teachers, inter-personal and social skills along with right attitude and self-motivation for continuous learning among prospective teachers and to bring about physical, emotional, intellectual and ethical

integration of student teachers with a view of evolving a 'Complete Teacher' possessing the basic values of secularism, national integration and truthfulness.

The vision, mission and objectives of the college are made known to its various stakeholders through display board in the college and through meetings of various committees. The same is also done through various academic activities, co-curricular activities and annual functions. The faculty members are made aware about the same at the time of their appointment in the college.

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 institute is committed to provide the excellence in education covering its all aims and objective through teaching learning and extension activities based on the society needs. Institute endeavors to impart liberal, modern and sound education in teacher education programme inculcating the sense of humanity, sprit of values national integration, democratic out look to develop multi dimensional personality.

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.)

A strong leadership of the management of the institution ensures performance of the institution as per the standards. The management is committed and involved at every stage for effective transaction of teaching and learning process in the following ways:

- Provides required infrastructure and available resources to the institution for better execution of the academic and administrative work.
- Ensures availability of the appropriate atmosphere and better learning options for the students.
- Appropriate wages and support facilities to the staff members like transportation, etc. Van is provided to the teaching staff of distant areas.
- Healthy and ethical working environment in the institution.
- Provides sufficient books, magazines, national and international journals and other study materials to support academic studies as well as higher studies and research work.
- Provides ICT resources (computers with internet, LCD projectors, OHP, Audio-Visual teaching aids etc.) for effective teaching-learning process.
- Encouragement of the staff members for higher studies and further research work and also for the participation in seminars, conferences, symposiums and workshops etc. for the skill development.
- Encouragement for organizing various events like seminars, workshops, symposiums etc. for the betterment of the students. A National workshop on Educational Topics was organized by the institution.

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

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

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

The vision and mission are prominently displayed in strategic areas in the College. Fresh entrants are oriented through initiation meetings. An all out attempt is made to ensure that every one does his best in the interests of the Institution. The trainee feedback obtained at the end of the academic session shows how they go out imbued with the vision and mission of the college. Everything is done to ensure a healthy learning environment so that the ideals contained in the mission and vision statement flower out quite naturally and contribute to the required ambience.

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?

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

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 Principal is the academic and administrative head of the College. The Principal believes in being the first among equals and delegates authority and responsibility to the teaching staff. The College council manages all matters-curricular, co-curricular and extracurricular-through healthy exchange of views and cooperative functioning. The time table, the schedule of unitized teaching, the practice sessions and the evaluation schedules are finalized in advance. The progress made is reviewed once in a month.

The Principal inspects classes, sits through lectures and offers valid hints for improvement and words of advice for better classroom management and time management. The Principal functions through fruitful interactions and gives real leadership without palpably appearing to do so. The Principal ensures smooth inter personal relationship among the staff and this goes far in promoting efficiency.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

The college encourages participatory management practices and team work between the different components of the college. To assist the principal in academic work various sub- committees are constituted.

These committees plan, execute and co-ordinate the activities in their respective areas, of the college.

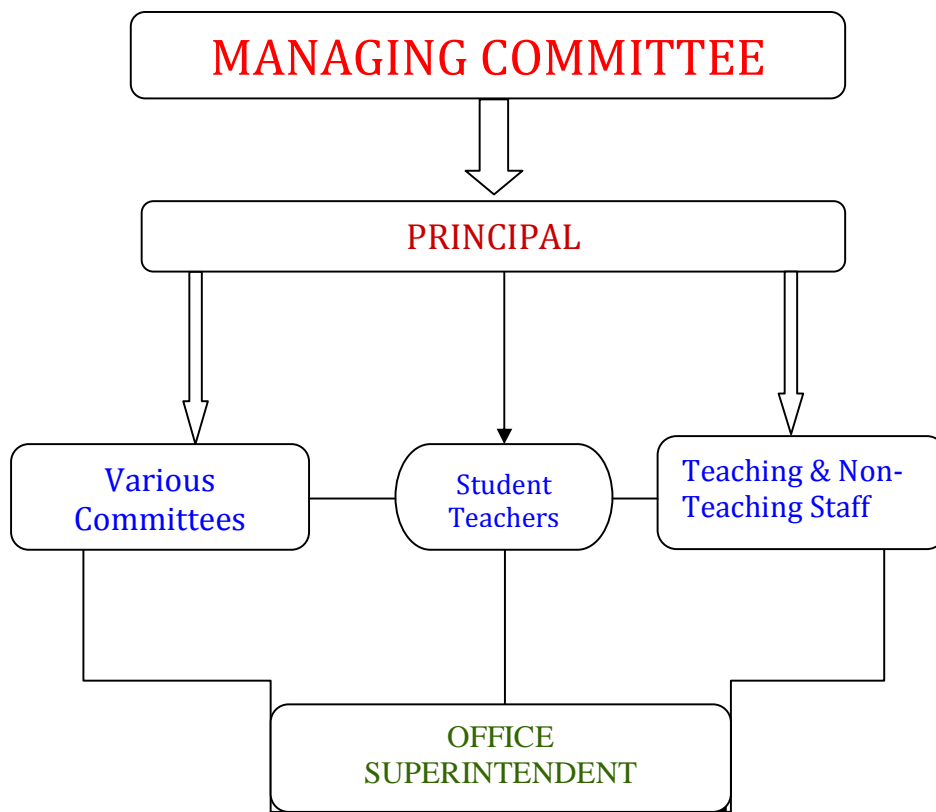
Major outcomes of the meetings:

- The strategies were finalized for implementing the orders of the State Govt., University & NCTE regarding the admission in B.Ed. course.
- Rules and regulations were framed by the discipline committee.
- Schedule regarding orientation about skills, micro-teaching and practice teaching was finalized.
- Library committee reviewed the library resources and decisions were taken regarding upgradation the library facilities. New editions and volumes of books and journals were recommended by the committee.
- Schedule of various literary and extension activities to be organized by the institution were finalized by the literary committee.
- The board of residence and health took decisions for improvement in the facilities of canteen services. Rate list of various items available at the canteen were also finalized.
- Schedule for Organizing Talent search Competition, celebrating eco friendly Diwali, Holi function, women's day celebration and others cultural activities for the session were finalized by the cultural committee.
- Academic plan of the year was finalized by the academic planning and management committee.

- Duties of the faculty members were reallocated for conducting house examinations. Layout was prepared for conducting the annual B.Ed. examinations by examination committee.
- Guidance and Counseling Cell was established in staff council meeting.

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

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



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

Administration of the institution is totally decentralized. This college has maintained an administrative set up in which the Principal 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 various 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 Principal and the decisions of these committees are finalized by the Principal after discussing with the management committee. The functions of each committee are well defined to ensure the administrative decentralization. The proposals are generated at grass root level and after careful considerations and deliberations the recommendations of the various committees are forwarded to the Principal which arrives at final decisions. The decisions of the Principal are implemented by various committees in a decentralized way by conveners and members of the respective committees. Ultimately all the academic and administrative activities are reviewed by the concerned committees to ensure the academic and administrative accountability of the system.

6.2.4. How does the institution collaborate with other sections/ departments and school personnel to

improve and plan the quality of educational provisions?

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

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

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.

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

6.2.6.What are the institution's initiatives in promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty?

(Skill sharing across departments' creating/ providing conducive environment).

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

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

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

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

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

Human Resource: The human resource are allocated their duties, they have to accomplish their duties, if any new changes occur during the process of accomplishments. The appropriate person is fetched out from the present human resources and the desired responsibility is transferred to him.

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

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

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

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

the college to run smoothly, whenever the financial need is felt, it is fulfilled accordingly.

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

The academic plan is prepared at the beginning of the year after detailed discussions by the College Council all teachers are members. The plan is further discussed in the IQAC and after fine tuning; the same is accepted for implementation. The practice teaching sessions are prepared after consultations with the Headmasters and the guide teachers. The lessons to be taught by the trainees and the dates for observation / practice and the preparation of the trainees for practice teaching are discussed and finalized.

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

The employees are oriented to institutional goals and objectives through personal interactions with the Principal, senior faculty and the Management Trustee. However, adequate care is exercised to see that no one is overloaded. Whenever necessary, additional personnel are deputed, the senior faculty help out the juniors when they seem to perceive difficulties. The aim is to bring out the best in every employee through a synchronization of individual and institutional goals.

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

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

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

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

6.4 HUMAN RESOURCE MANAGEMENT

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

Personal interaction that the Principal has with the staff helps to identify the staff, who are desirous of taking up research. They are encouraged to attend refresher courses, publish articles in research journals, apply for minor projects, undertake case studies and try out new

strategies of instruction. The management motivates them with suitable incentives. They are permitted to make use of the facilities available in the college. For achievements in research they are sanctioned lump sum grants. The Institution facilitates the career progression of the staff through better pay scale, additional academic and remunerative assignments and facilitating consultancy work outside.

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?

Teachers' evaluation is made by self appraisal report. The efficiency of the non-teaching staff is monitored by the Principal. A comprehensive evaluation by the student- teachers are also done. The institution uses this evaluation to improve teaching and service of the faculty and other staff.

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

The staff are provided excellent infrastructural facilities to promote efficiency. They have loan facilities like festival advance, vehicle advance and emergency advance. The salary structure is performance oriented and

is also a motivator. Additional cash awards are given for acquiring higher qualifications and for research performance. Above all these the campus atmosphere guarantees self-fulfillment. The health care system in the campus is an additional factor for the well-being of staff and students.

Apart from the above : -

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

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.

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

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.)?

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

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

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

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).

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

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).

The physical facilities are provided to the faculty members. Institution has well furnished staff room with proper seating arrangement, well furnished principal office, college office with all necessary amenities, completely equipped laboratories, classrooms and well stocked library are provided to facilitate the faculty members for imparting their duties. Seminar room with all the facilities for organizing seminars is provided.

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

Faculty members get information from the principal through circulars. College has provision of SMS group and suggestion box where stakeholders from time to time can

give their suggestions and get information regarding institution. Stakeholders get information through notice board, 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.

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

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 course fees.

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

No resource is mobilized through donations.

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 to fulfill the missions and to offer quality programs.

6.5.5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of

last two audits. (Major pending audit paras, objections raised and dropped).

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

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?

Followings are the significant best practices in governance and leadership carried out by the college:-

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

CRITERION - VII INNOVATIVE PRACTICES

7.1. INTERNAL QUALITY ASSURANCE SYSTEM

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

The Internal Quality Assurance Cell (IQAC) has been established in the College in February 2011 with a view to ascertain and sustain quality of Teacher Education through cooperative efforts of the participative organs/constituents of the institution.

Year of Establishment - 2011

Composition of IQAC is:

Composition

- Chairperson(Principal)
- Administrative Officers
- Teachers
- Management Members
- Coordinator

The objectives of the IQAC are:

- a) To ensure quality improvement in the entire activities and programmes of the institution.

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- b) To ensure stakeholders participation in planning, management and development of different programmes.

Major activities of the IQAC are:

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

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 provides 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. In order to ensure the quality of its academic programmes, the institution makes following arrangements:

- Highly qualified and experienced staff is appointed by the institution according to the norms of Chatarpati Sahu Ji Maharaj University , Kanpur / NCTE.
- Up-to-date infrastructure is made available by the institution.
- Academic calendar is made before the commencement of the session and action plan is also drafted and followed.

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- Curriculum of B. Ed. Programme as prescribed by the Chatarpati Sahu Ji Maharaj University , Kanpur is divided into the units (monthly) by the curriculum committee.
 - Extra classes and notes facility is given to the slow learners.

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 institution has well-qualified and experienced administrative staff. The quality initiatives on financial management are like

- Preparation of annual statement of accounts by the management.
- Auditing by a registered chartered accountant.
- By constituting the Finance Committee
- The institution has categorized human resources into two categories teaching and non-teaching (administrative staff members, account section and fourth-grade employees).

The administration is a totally decentralized one, where teaching, non- teaching, student-teachers, the management of the institution as well as members of the community participate.

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

The institution is running one year B. Ed. Programme. The institution has only two constituents, one is administrative and another is academic. In order to identify and share good practices with both constituents, the institution has made proper co-ordination by organizing periodical joint meetings of administrative and academic constituents. The institution has constituted some committees consisting of teachers, management members and student representatives to critically evaluate the growth and efficiency of the institution and its stakeholders. Student-teachers participations is also encouraged especially in academic and administrative matters.

7.2 INCLUSIVE PRACTICES

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

This institution encourages to focus 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 –

- The different types of disabilities, identification, causes and prevention.
- How to help the children with disabilities in classroom and at home.
- 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. In this regard, the institution provides an integrated institutional setting by providing equal opportunities to students with special abilities, varied social backgrounds and diverse learning needs. The emphasis is on providing equal opportunities to all students. The teachers who teach and manage the classroom in the institution are sensitized and made aware of the philosophy of inclusive education and oriented to the different kinds of adjustments that institution has to make in terms of infrastructure, curriculum, teaching methods and other school practices to relate teaching to the special needs of all learners as they are already professionally competent and studied this concept while completing B. Ed. course.

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 UP State Government's Merit cum Reservation Policy in matters of admissions. In the syllabi the B.Ed. courses there are some subjects specially 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:

- Projects are designed and surveys conducted related to the interaction with the community are provisioned. Role of education in women empowerment, Education and socio-economic status, Education and Income pattern of the society etc.
- Building strong link between the school and community.
- To identify and mobilize community resources for overall improvement of school and vice-versa.
- Joining the community in planning the various school programmes and planning steps for

preventing environmental degradation through Village Education Committee.

- To understand each child individually to provide personal attention in the 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's 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, preparing TLM, organizing various extension activities etc.

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 case studies of children with special needs belonging to diverse backgrounds.
- Conducting action research by the student-teachers.
- Observing and reporting about some behavioral aspects of an exceptional child.

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

The institution provides wheelchair facility and ramp for easy access for physically challenged students. Teaching faculty is also acquainted to address the individual needs of physically challenged and differently disabled students enrolled in the institution. They provide special attention

to students with partial sightedness and low hearing. All the laboratories, resources room, classrooms and library are provisioned on ground floor of the building.

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

The 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 the 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 number of women teachers is employed.

Some of the activities of the Women Cell are -

- (a) Orient teachers to become aware of gender issues.
- (b) Making teaching - learning process gender responsive.
- (c) Providing insights into the social construction of gender roles for assigning different responsibilities to men and women.

International Women's Day is being celebrated every year on 8th March. The active and inspiring women from the community are invited on this occasion. The inter house competitions 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.

The female teacher and student-teachers of the institution attends and participate in the workshop and competition organized by Chatarpati Sahu Ji Maharaj University , Kanpur on issues related to gender sensitization.

This institution gives priority to promote social responsibilities and citizenship roles among the students.

7.3 STAKEHOLDERS RELATIONSHIP

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

The 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 newspapers, through SMS group and 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 incharge 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 incharge.

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

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

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

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