Self Appraisal Report

SANT KABIR T.T. COLLEGE

Naraina Road,

Dudu, Jaipur, Rajasthan

TRACK ID : RJCOTE25600

YEAR 2015-2016

Submitted to:

National Assessment and Accreditation Council

(An Autonomous Institution of the University Grants Commission)

P.O. Box No. 1075, Nagarbhavi, Bangalore, Karnataka, Pin Code - 560 072

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

PREFACE

FORWARD BY PRINCIPAL

Quality is the present buzz word in Education and through NAAC we are able to fulfil the desire of our stake holders in giving the best quality education to society and its people. Education is a tool to improve the knowledge of human being. Today there is an explosion of knowledge in the world. Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur. B.Ed. College has voluntarily opened up for assessment by NAAC.

I am sure with this exercise which we have carried out will help our institution to improve overself in all the areas of education. It will help us in finding our gaps and to improve overself for improving our existing education Quality.

I am pleased to submit this Self Appraisal report to NAAC.

> Principal
> Sant Kabir T.T.College

Place :

Date:

TEACHER EDUCATION SCENARIO IN RAJASTHAN

(Rules, Regulations and Policies on Academic and Administrative Governance issued by the State and Regulatory Bodies and Affiliating University /Board)

Rajasthan with Jaipur as its capital has made considerable investments at all levels of education. At the same time it is beneficiary of the schemes financed by the Central Government. The state has also roped in private-investments in the expansion of education.

School sector in Rajasthan is man aged by both, the government and private entrepreneurs. Hindi is the predominant medium of instruction in state run schools. Facilities of primary school are claimed to have almost reached the desired target but the upper primary and secondary schools are insufficient in rural areas. Secondary school for girls are all the more far less. Yes, the state has introduced the policy of Free and compulsory education.

As per the University Grant Commission, there are 1 Central University, 21 State Universities and 41 Private universities, 8 Deemed Universities, and some institute of national importance and several other colleges of various descriptions in Rajasthan. Some more are in pipeline.

The elementary teacher education programme offers a two- year teacher education course called BSTC (Basic School Teaching Certificate) which DIETs and STC schools conduct under the Department of Elementary School Education. The curriculum of the STC course is designed and approved by the Department of Elementary Teacher Education in SIERT. Monitoring and supervision of these institutions is done by the Department of Education through SIERT.

Teacher Education College affiliated to respective universities conduct Secondary Teacher Education Programme. Admission to the B.Ed. programme is made on the basis of a state level admission test called Pre Teacher Education Test (PTET) conducted by a state university under the directions of the state government. All the state approved and prescribed norms for admissions and reservations are followed the B.Ed institutes in the state. There

are around 1136 B.Ed. Colleges, 855 Secondary Teacher Education College, 35 M.Ed. Colleges in Rajasthan till April 2015 approved and recognized by state universities, Department of Secondary Education, Government of Rajasthan and NCTE.

Some Universities have recently started M.A (Education) Course Beside this; B.Ed (Child Development) course is also conducted at a deemed to be university. Secondary Teacher Education in Rajasthan in controlled by the state Department of Secondary Education, the State Universities to which these B.Ed. colleges are affiliated and by the central apex bodies like the UGC and the NCTE. The B.Ed. colleges in the state follow the curriculum designed and approved by the state universities concerned. Different universities follow different B.Ed. and M.Ed. syllabi.

The other regulatory body is the affiliating University that enforces compliance to the provisions of University Act besides ensuring compliance to the conditions laid down by the State and the NCTE.

The affiliating university and the NCTE, individually and collectively, regulate whole of infrastructure, physical and human, curriculum, examination, selection and qualifications of the staff, appointment of adequate qualified staff, student related amenities and facilities and maintenance of prescribed infrastructure, and demand annual status-cum compliance and progress report and may conduct inspection. Affiliation is conditional upon strict adherence to all the mandated conditions.

PROFILE OF THE INSTITUION

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

Profile of the Institution

1 Name and address of the institution:

   SANT KABIR T.T.COLLEGE, NARAINA ROAD, DUDU, JAIPUR, RAJASTHAN.

2. Website URL: ***www.santkabirttcollege.org***

3. For communication:

   SANT KABIR T.T. COLLEGE, NARAINA ROAD, DUDU, JAIPUR, RAJASTHAN. PIN CODE:-303008.

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Director : Dr. Kusum Lata	09414729796	--	kusumlata63@gmail.com
Vice-Principal	-NA-	- NA -	-NA-
Co-ordinator Mr. Tejpal Pareek	09928339103		skttcollege@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal : Dr. Kusum Lata	09414729796	09414729796
Vice-Principal	-NA-	-NA-
Co-ordinator : Mr. Tejpal Pareek	09928339103	09928339103

4. Location of the Institution: Rural √

5. Campus area in sqm :   5000 SQM

6. Is it a recognized minority institution? No   √

7. Date of establishment of the institution:
     Month & Year

MM	YYYY
09	2008

8.   University/Board to which the institution is affiliated

University of Rajasthan, Jaipur.

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

Month & Year

2f

MM	YYYY
---	-----

12B

MM	YYYY
----	------

10.   Type of Institution

    a.   By funding   **:** Self-financed   √

    b.   By Gender   **:** Co-education   √

    c.   By Nature   **:** Affiliated College   √

11.   Does the University / State Education Act have provision for autonomy?
:   **No**   √

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

Sl. No.	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	-NA-	-NA-	Certificate	-NA-	-NA-
	-NA-	-NA-	Diploma	-NA-	-NA-
	B.Ed.	Graduation	Degree	02 Years	Hindi/English

(Additional rows may be inserted as per requirement)

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

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

Programme	Order No. & Date	Valid upto	Sanctioned Intake
B.Ed.	**F.NRC/NCTE/RJ-1784/2008/60622-28 Dated: 04.09.2008** **Revised order No-F.No./NRC/NCTE/RJ-Common order/2015/11671 Dated: 15.06.2015**	Permanent	100

(Additional rows may be inserted as per requirement)

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

Criterion-wise inputs

1. **Does the Institution have a stated**

Vision	YES
Mission	YES
Values	YES
Objectives	YES

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

   If yes,

   a) How many programmes : **ONE**   √

   b) Fee charged per programme   : Rs. 27,000/- per student per year

3. Are there programmes with semester system :   *NO*

   (Programme offered are year wise as per the new Regulation)

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

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

5. Number of methods/elective options (programme wise)   :   **B.Ed.- TWO**

6. Are there Programmes offered in modular form   :   **NO**

7. Are there Programmes where assessment of teachers by the students has been introduced   **YES /**   Number   :   **ONE**

8. Are there Programmes with faculty exchange/visiting faculty : **NO**

Number	NIL

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

- Heads of practice teaching schools : Yes

- Academic peers : Yes

- Alumni : Yes

- Students : Yes

- Employers : Yes

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

Three years

11. Has the institution introduced any new courses in teacher education during the last three years? No : ☑

   Are there courses in which major syllabus revision was done during the last five years? Yes : ☑

12. Does the institution develop and deploy action plans for effective implementation of the curriculum? Yes : ☑

13. Does the institution encourage the faculty to prepare course outlines? : Yes

   : ☑

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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 (Joint Entrance Examination) 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) ☐

    (If more than one method is followed, kindly specify the weightages)

2. Furnish the following information (for the previous academic year):
    a) Date of start of the academic year   20.08.2014
    b) Date of last admission   02.09.2014
    c) Date of closing of the academic year   25.06.2015
    d) Total teaching days   240
    e) Total working days   240

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	**F**	**Total**	**M**	**F**	**Total**	**M**	**F**	**Total**
B.Ed.	73	27	100	71	21	92	02	06	08

4. Are there any overseas students? : No

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

     a) Unit cost excluding salary component   Rs. 7430.00

     b) Unit cost including salary component   Rs.27000.00

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	69.77%	55.22%	71.60%	46.11%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

      √

8. Does the institution develop its academic calendar? YES   √

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	60	20	20

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10.   Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0

b) Minimum number of pre-practice teaching

Lessons given by each student

1	2

11.   Practice Teaching at School

a) Number of schools identified for practice

   teaching   03

b) Total number of practice teaching days   40

c) Minimum number of practice teaching   40

   lessons given by each student

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

No. of Lessons In simulation	No.10	No. of Lessons Pre-practice teaching	No. 20

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

Yes | √ |

14.   Does the institution provide for continuous evaluation?

Yes | √ |

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

Programmes	Internal	External
B.Ed.	20	80

16.   Examinations

      a) Number of sessional tests held for each paper   02

      b) Number of assignments for each paper   02

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

	Yes
Computers	20 Nos
Intranet	ALL PC
Internet	ALL PC
Software / courseware (CDs)	ALL PC
Audio resources	02 SET
Video resources	01 VIDEO CAM. 01 Digital Cam.
Teaching Aids and other related materials	TVs, Charts, Models, OHP, Tape Recorder, Still Slides
Any other (specify and indicate)	LCD, VIDEO

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

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

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

  Optional

Criterion III: Research, Consultancy and Extension

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

Number	01	Percentage	12.50%

2. Does the Institution have ongoing research projects?

   Yes | √ |

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
College	25000.00	6 mths	Local school

(Additional rows/columns may be inserted as per the requirement)

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

   | Four |

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)
   - ○ Teachers are given study leave | √ |
   - ○ Teachers are provided with seed money | √ |
   - ○ Adjustment in teaching schedule
   - ○ Providing secretarial support and other facilities | √ |
   - ○ Any other specify and indicate | √ |

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

   | Yes | P |

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. | NIL |

   b. M.Phil. | NIL |

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

No 01	PG

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

	Yes	No	Number
Academic articles in reputed magazines/news papers	✓	----	3

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

No- ✓	P

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

Faculty

National seminars

40

International seminars

05
0

Any other academic forum

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

√

Any other (specify and indicate) ☐

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

Yes	✓

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

If yes, indicate the nature of the post. : *Additional Charge*

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

Yes	P

 We have applied for the sanction of units for the Next session. However NSS activities are being taken up at our own level.

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

Yes	P

Inter college seminar are being arranged every year on different topics &Subjects in our college.

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

06

Sports, Plantation, Cultural Activities, Yoga Activities

16. Does the institution provide consultancy services?

Yes	✓

In case of paid consultancy what is the net amount generated during last three years. : The consultancy service is free of cost

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

Local level	Yes
State level	Yes
National level	Yes
International level	No

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Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)   2079.58 sqmts

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

   a)   Methods lab   Yes   √

   b)   Art & Craft lab   Yes   √

   c)   Curriculum Lab(s)   Yes   √

   d)   Health & Physical lab   Yes   √

   e)   Computer lab   Yes   √
   f)   Workshop for preparing
        teaching aids   Yes   √

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

   20

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

   Rs. 1,20,000.00

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?   Rs. 1,12,000.00

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

   Rs. 1,23,850.00

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

   Rs.2,00,000.00

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

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

Yes	✓

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	2	6	-	---
Non-teaching	7	3	---	---

10. Total number of posts vacant

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

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

	Open		Reserved	
	M	F	M	F
Lecturers	2	5	---	---
	M	F	M	F
Readers	----	---	---	---
	M	F	M	F
Professors	----	1	---	---

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

	Open		Reserved	
	M	F	M	F
Lecturers	----	---	---	---
	M	F	M	F
Readers	----	---	----	---

c. Number of teachers from   Same state   :   8

                                                Other states   :   0

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:15

13. a. Non-teaching staff   : 08

Open   Reserved

Permanent

M	F	M	F
7	1		

Temporary

M	F	M	F

b. Technical Assistants   Permanent

M	F	M	F
2	0		

Temporary

M	F	M	F
----	---		

14. Ratio of Teaching – non-teaching staff

> 1 : 1.25

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

> Rs. 13,13,787.00

16. Is there an advisory committee for the library?

Yes	P

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

17. Working hours of the Library

On working days

| 06 Hrs |

On holidays

| NIL |

During examinations

| 06 Hrs |

18. Does the library have an Open access facility

| **Yes** | ✓ |

19. Total collection of the following in the library

a. Books

| 4210 |

   - Textbooks

| 2000 |

   - Titles/ Reference books

| 2210 |

b. Magazines

| 05 |

e. Journals subscribed

   - Indian journals

| 07 |

   - Foreign journals

| nil |

f. Peer reviewed journals

| nil |

g. Back volumes of journals

| nil |

h. E-information resources

   - Online journals/e-journals -

| 02 |

   - CDs/ DVDs -

| 37 |

   - Databases

| nil |

   - Video Cassettes -10

| 10 |

   - Audio Cassettes- 10

| 10 |

20. Mention the

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

| 97.5 SQM |

Seating capacity of the Reading room

| 60 |

21. Status of automation of Library

    Partially 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   ☑
    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	✓

24. Furnish information on the following

    Average number of books issued/returned per day = | 50 |

    Maximum number of days books are permitted to be retained

    By students | 15 davs |

    By faculty | 15 davs |

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

Maximum number of books permitted for issue

for students	04
for faculty	10

Average number of users who visited/consulted per month   300

Ratio of library books (excluding textbooks and book bank
Facility) to the number of students enrolled   1:42

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

2.5%

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

	I(2012-13)		II(2013-14)		III(2014-15)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	133	24640	165	35068	185	33190
Other books	72	11970	45	10160	28	5880
Journals/ Periodicals	3	2300	5	2700	5	2150
Any others specify and indicate	2(Encp)	5280	3(Dict)	1740	6	4134

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

Programmes	2015	2014	2013
B.Ed.	NIL	NIL	NIL

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

NO	✓

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

3. Does the institution offer Remedial instruction?

Yes	✓

4. Does the institution offer Bridge courses?

NO	✓

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

	UG		
	I **2014-15**	**II** **2013-14**	**III** **2012-13**
Pass percentage	92%	100%	88%
Number of first classes	80	97	85
Number of distinctions	11	03	03
Exemplary performances (Gold Medal and university ranks)	---	----	----

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

	I	II	III
NET		01	--
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	2014-15	2013-14	2012-13
Merit Scholarship		01	02
Merit-cum-means scholarship (SC/ST/SBC Students)	39	45	40
Fee concession	Nil	Nil	01
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes	✓

The college has its medical room

9. Does the institution provide Residential accommodation for:

   Faculty : No

   Non-teaching staff : Yes

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

NO	✓

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

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

Sports fields   : Yes

Indoor sports facilities: Yes

Gymnasium   : No

12. Availability of rest rooms for Women

Yes	✓

13. Availability of rest rooms for men

Yes	✓

14. Is there transport facility available?

Yes	✓

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

Yes	✓

17. Give information on the Cultural Events (Last year data) in which the institution participated/organised. – Yes

18. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets. –No

19. Does the institution have an active Alumni Association?

Yes	✓

If yes, give the year of establishment

2013

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

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

Yes	✓

21. Does the institution regularly publish a college magazine?

Yes	✓

21. Does the institution publish its updated prospectus annually?

Yes	✓

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	07	12	11
Employment (Total)	31	35	21
Teaching	27	33	36
Non teaching	4	2	7

23. Is there a placement cell in the institution?   YES

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

Year 1	Year 2	Year 3
09	11	06

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

Academic guidance and Counselling   : Yes

Personal   : Yes

Career Counseling   : Yes

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Criterion VI: Governance and Leadership

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

YES	✓

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

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

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

Loan facility	: Yes
Medical assistance	: Yes
Insurance	: Yes
Other (specify and indicate)	: Yes

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

1	1	2

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 organisation

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

National | 0 | 3 | |

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

| 0 | 1 | 2 |

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

| 0 | 1 | 5 |

e. Research development programmes attended by the faculty | -- | 1 | 2 |

f. Invited/endowment lectures at the institution | 0 | 1 | 2 |

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

a. Self-appraisal   : Yes

b. Student assessment of faculty performance   : Yes

c. Expert assessment of faculty performance   : Yes

d. Combination of one or more of the above   : Yes

e. Any other (specify and indicate)   : No

7. Are the faculty assigned additional administrative work?

| **No** | ✓ | |

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

| |

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

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

Grant-in-aid

Nil

Fees

Rs.22,17,600

Self-funded courses

Nil

9. Expenditure statement (for last two years)

	2013-14 in Lakh	2014-15 in Lakh
Total sanctioned Budget	**Rs.19,25,000.00**	**Rs.19,00,000.00**
Spent on the salary of faculty+ Non Teaching	11.45	13.15
Spent on books and journals/CDs/Encyclopaedia, Up-gradation of Library furniture etc	1.5	1.7
Spent on developmental activities (expansion of building)	---	2.0
Spent on telephone, electricity and water	0.10	0.21
Spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.06	0.36
Spent on maintenance of equipment, teaching aids, contingency etc.	1.75	0.55
Spent on Advertisment and Affiliation fees/ Workshop, expert lecture , conferences, faculty development programs, faculty exchange, etc.)	1.10	1.24
Spent on travel	0.40	0.38
Any other (specify and indicate)Purchase/fuel/maintenance of Vehicle /Charity	4.94	1.40
Surplus /Deficit Amt.	- 2.05	-1.99
Total expenditure incurred	21.30	20.99

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

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

Figures In 'LACS'

Year	Surplus	Deficit
2013		**1.80**
2014		**2.05**
2015		**1.99**

11. Is there an internal financial audit mechanism?

Yes	✓

12. Is there an external financial audit mechanism?

Yes	✓

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

Administration : Yes

Finance : Yes

Student Records : Yes

Career Counselling : Yes

Aptitude Testing : Yes

Examinations/Evaluation/ : Yes

Assessment : Yes

Any other (specify and indicate) : YES

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

Yes	✓

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

Yes	✓

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

Yes	✓

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

Yes	✓

18. Is a grievance redressal mechanism in vogue in the institution?
   a) for teachers   : Yes

   b) for students   : Yes

   c) for non - teaching staff   : Yes

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

No	✓

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

Yes	✓

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

Yes	✓

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Criterion VII: Innovative Practices

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

Yes	✓

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

Yes	✓

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

	Category	Men	%	Women	%
a	SC	16	16	6	6
b	ST	8	8	4	4
c	OBC	44	44	14	14
d	Physically challenged	NIL	NIL	--	--
e	General Category	02	02	06	06
f	Rural	70	70	25	25
g	Urban	NIL	NIL	05	05
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	NILL	NILL	02	25%
b	ST	01	12.50%	01	12.50%
c	OBC	01	12.50%	03	37.50%

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d	Women	05	62.50%	02	25%
e	Physically challenged	--	--	--	---
f	General Category	06	75%	02	25%
g	Any other(specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	22	28	22	28
ST	12	10	12	10
OBC	58	48	58	48
Physically challenged	NIL	NIL	NIL	NIL
General Category	08	14	08	14

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Executive Summary

Executive Summary

Sant Kabir Uchha Siksha Avam Sodh Sansthan established the Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan for imparting quality education, especially to produce sincere and dedicated teachers to teach at school level. As of now the College has 100 seats for B.Ed. The Trust is a registered body that functions as per law applicable to charitable organisations.

Financially the Trust-college is moderately sound. However, it has the potential of sustaining infrastructure and providing required facilities to meet its stated vision. The College has been ascending reasonable height qualitative performance.

The College is situated in the rural area. Its environment is pollution free. The campus is well developed. It is spread over 5000 sq mtrs. It has 2079.58 sq mtrs built up area. Its learning environment is healthy and secure.

The college functions under three Regulatory Bodies. These are affiliating university-University of Rajasthan, Jaipur, the state- Rajasthan State Government and the Recognizing Body-National Counsel for Teacher Education (NCTE Jaipur). The State-university controls admissions (as per state rules), curriculum, examinations and appointments. The NCTE decides infrastructure, both physical and a- physical.

In regards to infrastructure the College stands on sound footing. It is fully equipped with all requisites to meet requirements as demanded by concerned bodies.

The college maintains sound relationship with the practice teaching schools. Both serve each other's interests. Both respect to each other's role and needs.

The College maintains two-way relationship with society. It serves the society by undertaking such activities and programmes as educate and bring about benefits and thus extends helping hand to meet the educational needs of the rural poor. These activities include literacy drive, awareness programme on girl's early marriage and female foeticide, AIDS Awareness Programmes, Tree plantation drive, etc.

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The College faces some challenges in building a Quality Institution. The first one is that our college is located in rural belt. The faculty and experts do not have inclination to come to and stay in such area. Another barrier relates to the income which is fixed. It renders hard to meet quality-based needs which are increasing whereas the income remains static. We are living at subsistence level.

Key aspects:

- The College meets its stated purpose through plans, actions and strategy of implementation which are in tune with its vision, mission and values. The college obtains and uses feedback from stakeholders, endeavours to adjust its course of action to meet changing requirements and develops dynamic action plans to achieve the objectives. It makes all out efforts for effective implementation of all the plans.

- Admission process is a university affair. Aspirants get clear information about admission including financial aspects and support services, beforehand.

- Use of new technologies is quite good in teaching –learning. Students are given comprehensive learning experiences and enabled to managing diverse learning needs and challenges. They are engaged in active learning.

- The college adopts teaching –learning and evaluation processes which meet modern requirements

- Practice teaching is conducted with full support of the school staff and mentor teachers. The outcomes of assessment and evaluation are utilized in improving performance.

- Research and Extension are promoted. But it is yet to acquire momentum. The teachers are actively engaged in training and developing instructional and other teaching-learning materials .Networking and linkages with research and academic organizations are in place. The college reaches community and conducts many extension programmes.

- Infrastructure and Learning Resources are in excellent state. Ongoing process of augmentation lets to keep pace with academic growth.

- Qualified faculty and staff shares workload equitably and collectively.

- The college has adequate learning resources, mechanism to review the library related services and decision making. The campus environment is study worthy. College deploys practice of mentoring and monitoring progress of the students support. It enhances

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effectiveness of the faculty and students. Developing leadership qualities through real work-situation among the students is another feature.

- The College has a well established functional internal quality management system that collects, aligns, integrates and communicates information on academic and administrative aspects of the college. Participatory work culture and transparency are norms of governance.

- Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand.

- Resource management practices support and encourage performance improvement, planning and implementation strategies. The financial resources are judiciously allocated and effectively utilized. The college follows standard budgeting and auditing procedures.

- The College maintains functional internal quality management systems, promotes inclusive practices and establishes excellent relationship with stakeholders and thus nourishes real academic institutional culture.

The College is sensitivity to changing educational, social and demands in rural side and is geared to promote an ambience of tradition, creativity, innovation and improving quality. Value-based education, social justice, social responsibilities and good citizenry are on top of the college agenda.

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PART II- CRITERION WISE REPORT

CRITERION – I - CURRICULAR ASPECTS

1.1   Curricular Design and Development:

1.1.1   State the objectives of the institution and the major considerations addressed by them? (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 Sant Kabir Uchha Siksha Avam Sodh Sansthan established in 2001 the Sant Kabir T.T.College, Naraina Road, Dudu, Jaipur, Rajasthan with the following Objectives to achieve:

- To produce sincere and dedicated teachers to teach at higher secondary level.
- To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.
- To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.
- The student- teachers are encouraged to keep abreast with the latest advancement in technology and are taught to utilize them in the teaching learning process. The institution takes special care to upgrade the knowledge of those student-teachers who are not trained with technological know how , by giving them hands-on experience in the well equipped computer laboratory.
- In our attempt to bring in awareness and sensitization about the environment, the Environmental club was formed through which various activities were organized like the Intercollegiate Extempore competition based on environmental themes enabling students from various colleges to express their views concerning the environment, poster competition, the 2- minute ecologist, Seminar on Global Warming, Skits on environmental issues like water conservation, noise pollution etc.
- The institution takes keen interest in research related activities encouraging each student teacher to take up Action research in their practice teaching schools and share the outcome, recommendations with the school teachers for the betterment of the students.

- The Community Work and Extension work help the student teachers to become aware of the less fortunate in the society. It helps them to know their problems and gives them an opportunity to interact and help reduce their misery to some extent.

Our College strives to achieve these goals by:

- Making the students academically competent teachers along with both teaching as well as knowledge skills
- Transforming the students into good citizens equipped with citizenship qualities like patriotism and tolerance.
- Training the students to give guidance and counselling to school students,
- Training the students for developing ICT learning materials at higher secondary levels
- Creating awareness about the contribution of natural resources and the factors threatening ecology,
- Providing facilities for expressing of their creativity,
- Encourage the students to utilise waste to prepare effective teaching aids, and
- Developing the leadership qualities and personality of the trainees.

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 institution is affiliated to University of Rajasthan, Jaipur, Rajasthan. The syllabus/curriculum is developed and prescribed by the board of studies of the affiliating university. The university amends it keeping in view the needs of the student and society.

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 latest syllabus incorporates local requirements and intends to generate the scope of employability of students and foster global competencies among the students. The present syllabi being part of NCTE model Curriculum will enable the students to be successful at the national level competitive examinations.

- It will enable the concerned students to acclimatize with the local people and environment. Besides the present syllabi will promote the extension activities of the students.
- The college focuses on multi skill development of the students.
- The curriculum/syllabus contains elective papers which deal with the national issues and challenges

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

Environmental Education:

Environmental education is one of the elective papers; it deals with the national issues like pollution control and waste management etc. This paper consist the methods of imparting environmental education at various levels of education like primary, secondary, higher secondary schools and colleges.

Teaching Values:

This is also an elective paper that deals with the core knowledge of human life, learning process, activities and the professional ethics and the values to be followed in all walks of life.

Information Communication Technology (I.C.T):

There is provision for computer skills to be incorporated in the curriculum for all students. ICT has been assigned top priority in the Current Curriculum. The institute provides computer know how through workshop on orientation to computers, also opportunities are provided to use the computer laboratory.

The extension program consists of Information Technology Project which trains the student teachers for making use of the internet. Computer assisted instructions (CAI) in simulated lessons give ample opportunity to student- teachers to make use of technology like LCD and slide projector, OHP, video facility etc..

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

Yes, the institution makes use of ICT for curricular planning. We use the projector, OHP, internet facility provided in our institution. The library is made user friendly with the open access system, which enables the readers to access books with ease. Discussions on syllabus revision were also done through internet and e- mail.

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 B. Ed curriculum is well planned and enriching.

- The academic subjects contain theories and topics to provide ample scope for implementation in real life situations thus making it a reflective practice so that it serves in the attainment of the mission and objectives. The curriculum encompasses the practice teaching, examination, workshops, seminars, competitions, field visits, extension work, club activities, etc.

- The different methodologies adopted in the planning and preparation of lessons gives valuable insight into making lessons interactive and effective. The lesson plan has a column for reflections to be written by the student- teacher which enables them to have introspection into their performance. The following day the student -teacher meets the guiding teacher educator for further discussion and feedback.

- The workshops promote a new form of learning which gives a chance to have in depth learning of a subject or topics and interaction with experts. Competitions conducted always serve two purposes – one to educate and the other to display talents. In this way we enable our students to bond with each other and learn the benefit of working together as a TEAM (Together Each Achieves More).

- The community work and the extension work give the students an opportunity to come close to the society and contribute their mite in helping the less advantaged. The

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extension work provides a window to the world, making them aware of the avenues available to make a difference in the society.

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?

- Various types of schools are provided for practice teaching.
- Depending on the availability of resource persons the training schedule is adjusted.
- Depending on the availability of pupils from school and resource persons the demonstration lessons are presented.
- Classroom teaching is supplemented with seminars, class-projects and study tours to enrich the knowledge of faculty as well as students.
- Extra-curricular activities are held to develop aesthetic potential and team spirit among the students.
- Each year is dedicated for theme based activities like Environment, National Integration, IT, Career options, etc.
- The college encourages its students to take responsibility of their learning and create dynamic partnership with peers, teachers and researchers. Students contribute to the creation and maintenance of an effective learning experience by:

> *a. Collaborating with other students in learning;*
> *b. Contributing to the department-university community and participating in life beyond the classroom;*
> *c. Actively participating in discussion and debate and respecting others' viewpoints by being reflective, creative, open-minded and receptive to new ideas;*
> *d. The various laboratories are well equipped to foster experimenting and scientific temper in students.*

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

Value added programmes are organized in the form of Workshops, Seminars and Action research projects which are incorporated into the curriculum through the share and

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care project. We connect with the society through our community work which helps to know the problems of the disadvantaged groups in the society and develops in our student teachers a sense of duty towards them. This is manifested in our activities which are organized in the community and the extension work.

Value added programmes such as Computer, E- mailing Training, Communicative English, Awareness Campaign, and Remedial Coaching Classes for SC & ST students develop skills, offer Career training and promote community orientation.

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

I.   Interdisciplinary/Multidisciplinary
II.   Multi-skill development
III. Inclusive education
IV.   Practice teaching
V.   School experience / internship
VI.   Work experience

i. Interdisciplinary/Multidisciplinary

B.Ed. Syllabus is prescribed by the affiliating University. It consists of eight papers, comprising five core papers (Compulsory), one optional paper and two Elective/subject papers. Education is multidisciplinary subject and all six papers bring out the multidisciplinary approach. The subjects of B. Ed have interdisciplinary nature, combining philosophy and sociology to understand the complex reality of education as a social task.

- Approach is interdisciplinary wherein concepts of psychology are used in teaching skills and classroom management evaluation.
- Principles of Philosophy are applied in curricular transaction.
- Teaching is done through computers.
- The college arranges lectures of personalities from diverse fields. Symposia are also organized on diverse aspects.

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The approach of teaching is critical in nature combining developmental aspects in knowledge generation i.e. recent trends in the area are generally introduced to the students

ii. Multi-skill development

The objective of the B.Ed., syllabus is to prepare a valuable human and fully fledged teacher to meet the demands of the changing society. Hence our curriculum contains multi skills, in which our trainees are given maximum exposure and training. For Students, Co-curricular activities are offered for multi-skill development.

iii. Inclusive education

Physically challenged and visually challenged students study the same syllabus as the normal students. They go to schools for teaching practice. They are encouraged to participate in co-curricular activities. There always exists individual differences hence the institution and the teacher educators pay special attention in accommodating disadvantaged student- teachers. The tutorial group meetings are specially organized to look into the problem of student teachers at risk. Special counselling sessions are organized for these student teachers.

Mentoring by fellow classmates are also arranged. Since PCER is a Hindi medium institution, the lectures are conducted in Hindi; however, the teacher educators take special care to lecture in English as well.

Workshops on Inclusive education and learning disabilities were organized which enabled the student- teachers to get an insight into the different types of problems associated with students and how we as teachers can tackle them.
Student -teachers participate in activities organized in the community like 'World Disabled Day', by participating in the rally, workshops, etc.

iv. Practice teaching

The Practice teaching consists of (a) Pre-practice teaching (Micro Teaching) at the institution, which is conducted for 10 days. Minimum number of pre-practice teaching lessons given by each student is 5+5 and (b) Practice teaching (Macro Teaching) at

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schools. It spreads over 20 days wherein (20x2=) 40 is the minimum number of lessons given by each student in two teaching subjects.

Practice teaching spreads over 40 days. It is necessary to complete B.Ed., course. No one is given exemption from the practice. Those who are complete teaching practice will only be considered for the award of B.Ed., degree. Hence necessary measures have been taken up to ensure the systematic practice.

Simulated Teaching is conducted in the college, supervised by the teacher educators under simulated conditions. Practice teaching is conducted through the practice teaching schools. Micro teaching is conducted every week in school. In macro teaching 20-25 students are allotted per school. Each student teacher gives one lessons per day. For this, the student teachers have to interact with their respective schools allocated to them, collect units of content from the respective subject teacher, prepare rough lesson plans, submit the same to their guiding teacher educators; guidance is given on a one to one basis.

The student teachers follow the guidance and deliver the lesson in the classroom. Teacher educators give written as well as oral feedback at length on individual basis. The student teachers have to write their reflections in the lesson plan book. This activity is intended to enable the student teachers to retrospect, introspect and identify their strong and weak points and work ahead for improvement.

Role play and two Power point presentations are also required on a subject of their choice. Students who lack computer knowledge are specially trained after college hours or during the practice teaching weeks to prepare their own presentations.

v. *Practical: sessional work/Work experience*

The following activities are included for work experience:
a. Administration, scoring and interpretation of psychological tests
b. Operation of Audio-visual equipments
c. Scouting and Guiding

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d. Participation in cultural activities

e. Physical Exercise, games and sports

▪ Proportionate weight is assigned as under

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	70	15	15

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 college obtains feedback from students through Questionnaire forms which are supplied to the students by the concerned teachers. The students are appraised on the objectives of Feedback Report. The students have independent views on the assessment of teachers' performance and relevance of the current curriculum for their scope of employability.

Alumni Association,   Teachers Association, Members of Governing Body and Finance Committee are involved in the process. Alumni Meetings become an excellent platform for discussion of the problems associated with the curriculum and solutions sought.

The teachers from the practice teaching schools also communicate the problems they encounter in accommodating our students or allocating syllabus, etc, also changes needed in the school syllabus or capacity building for the school teachers to handle the problems of the generation next, which are discussed at meetings held with them.

The Feedback Reports being segregated analyzed and suggestions incorporated for improvement when Committees are referred to specific observations for implementation.

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.

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Yes, the feedbacks received are always analyzed and areas for improvement are identified.

Certain major areas improved were:

- Teacher educators wanted the facility of technology for which each teacher educator was provided with a laptop and internet facility was installed in the library and staff room
- Increase in the library books was a major feedback received where in the number of books have been increased
- Seating in the library was not comfortable. There has been a complete transformation of the library. The library is now well lit and spacious with large tables.
- Practice teaching schools wanted certain changes in the method of teaching. Accordingly modifications were made. Student teachers made use of concept attainment model, role play and dramatization in the teaching process.

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

The received suggestions and feedbacks from the faculties/students are conveyed to affiliating university for the purpose.

Teacher educators did send suggestions for seeking change or modification and revision of the syllabus to the University Board of Studies (Education) through at Principal. These were discussed at the meeting of the respective subject revision committee in the University.

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).

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Our curriculum is updated by the affiliating University, which regulates and prescribes it. The affiliating University has effected some changes in the syllabus which in main have been based on the NCTE syllabus. Besides, two subject papers have been revised out right. The powers to effect changes in school related subjects have been vested in the Board of Studies. :-

At the University level, curriculum evaluation and modification is done periodically for the courses to make it more efficient and effective. Suggestions made by various stakeholders are/were considered.

The syllabus is being remodelled on the pattern of NCTE's proposed model curriculum.

The students feel rather satisfied on the inclusion of Computer Education which has been found absorbing and useful. Division of Teaching Practice into sub-parts is likewise found quite satisfactory.

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.)

Need assessment:

The assessment strategies followed by the institution for curriculum revision and update for future requirements are as follows:

The University is the authority to bring on any revision; the institution does not have the power to bring about revision on its own. However, feedback is taken from student teachers during tutorial meets, alumni association meeting, teachers from practice teaching schools and the Management. The suggestions were put forth before the revision committee meeting through the Principal.

Need assessment is done through workshops, interaction with educators and other experts besides the help taken from stakeholders.

Student input: The feedback collected from students.

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Feedback from practice teaching schools: The feedback from teaching school casts light on performance of Students. It is furnished by head of the schools.

1.5. Best Practices in curricular Aspects

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

a. The institution has prepared a module called TEAMS which consists of Tutorials, Enrichment through library hours, Adoption, Mentoring, Supervised Study circle.

b. In the tutorial groups the students' problems and difficulties are solved, clarified. Diagnostic testing is carried out; the student teachers at risk are identified. Mentors are assigned.

c. Enrichment takes place by utilising Library where the student teachers have to compulsorily spend time. A record of this has to be maintained by each student teacher and a check is kept by the tutorial teacher educator.

d. Quality has been augmented through:

- ICT up gradation
- Library enhancement
- Strengthening research
- Publications
- Use of innovative methods

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

The quality sustenance and enhancement measures undertaken by the institution during the last five years in curricular aspects with reference to curricular design and development relate to :

- The current syllabus reckons both national development and local needs.
- The current syllabus provides academic flexibility.
- During the last five years the syllabus has been updated for the second time to ensure sustenance and quality enhancement.

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2.1 Admission Process and Student Profile

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

Despite the Sant Kabir T.T. College being run under Sant Kabir Uchha Siksha Avam sodh Sansthan as a Private-unaided, Co-education College of education students are selected for admission through merit based selection process by the designated university.

The institution is affiliated to University of Rajasthan, Jaipur; hence the college has to adhere to the directives of the designated body, which along with the affiliating University follow the rules and regulations regarding minimum qualification and reservation as per the Government and NCTE norms. The complete details of the process of admission starting from advertisement to the display of merit list and final admission is available on the website. The whole process is transparent and thus made flawless.

The admission policy states:
- A candidate who after passing (i) the graduation examination with minimum 55% marks of the university or of an Indian University incorporated by low for the time being in force or (ii) any other examination recognized by the university as equivalent there to (University of Rajasthan) attend a regular course of study is an affiliated college for one year shall be eligible to take examination of B.Ed.
- The general and open category candidate should have an aggregate of 50 per cent marks. For the reserved category 45 per cent is the minimum requirement in the qualifying (Graduation/Post Graduation) examination.

The Admission Process involves:

- Filling of the prescribed Joint Entrance Examination form, and later college level form;
- Announcement of the Joint Entrance Test date and Conduction of the J.E.E.

- *Display of merit lists* of students to be admitted. It is followed by counselling and allocation of college. The pre-checklist is followed by an announcement intimating the date of counselling. The announcement carries intimation inviting individual candidates for appearing for counselling and admission confirmation at the University, or at designated centre.
- *Counselling:* After the personal counselling (interaction) and verification of relevant documents at the designated centre, the university confirms admission with the respective colleges.
- Submission of the list of admitted students by the college
- After the above, the college informs the designated body/ university about the status of the admitted candidates. Based on this input, the designated body issues Admission Cards to the wait-listed candidates against vacancies, if any

Equity: This is ensured by implementing the statutory reservation policy as applicable to self-financed affiliated institutions. The reservation policy brings about equity.

Transparency: The duly publicised policy and norms ensure transparency and the well-publicised merit list that is taken up by electronic media also-all put together render the whole process a matter of public domain. Nothing remains under carpet. The notification carries subject--reservation wise cut-off marks for the information of admission-seekers. All candidates are given opportunity to approach the designated body for rectification of grievance/mistakes. After the last date set by the designated body is over, no admission is granted.

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

- Although general notification is issued by the affiliating university however the College advertises in regional dailies every year. The admission programme is advertised centrally by the affiliating university which is responsible for the task. The university publishes advertisements in leading newspapers of the state.
- The information provided to prospective candidates about the programs is indicated below:
- The affiliating University provide clear information about admission and completion of requirements for all programmes, including the fee-structure, refund policies, financial

aid and student support services. The information includes Eligibility criteria, Duration of the course, Fee structure, Subjects offered, Events and activities of the institution,

- The College furnishes all the above mentioned information besides providing detailed information about the college and the syllabus outlines, assessments and evaluations, and related facts.
- The college has active Website   www.santkabirttcollege.org

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

- The admission committee ensures transparency in all its dealings to ensure that the determined admission criteria are equitably applied to all applicants.
- The institution follows the stipulated rules laid down by the affiliating University.
- Admission forms are thoroughly scrutinized by the admission committee.
- Merit lists are also inspected by the admission committee, before display.
- The faculty members of the college remain present during the counselling to observe the transaction and provide information to the candidate prior to the counselling. The representatives of the college see to it that the admission criteria are honoured. The use of technology has made the whole process effective and transparent.

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)

For students hailing from the disadvantaged communities
- There is provision of revision of exercise after the completion of lesson.
- The Institution provides remedial classes to the educationally disadvantaged students.
- The college practices the mentoring systems in which there are about 15 students under the guidance of one mentor for academic and personal guidance
- Interaction of student-teachers through the students council
- Varied opportunities through seminars, workshops, paper presentations and discussions.
- Fee concessions to economically backward students

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

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The selection process by itself is an index or indicator of the students' knowledge base.

- Then the college assesses student's knowledge and needs before the commencement of the teaching programmes.
- Content test is conducted to ascertain the knowledge base of the student teacher in the method paper.
- A talent search is conducted to be acquainted with the skills the students possess.
- Student-teachers are made to write an article on 'Myself' in the tutorial group to assess the student-teachers' expression and flow of thoughts

2.2 *Catering to Diverse Needs*

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

The institution works towards creating an overall environment conducive to learning and development of the students as per details given below:

- We maintain democratic atmosphere in the institution.
- Teachers are accessible to the students. Whenever they have doubts they can approach the teachers for clarification of their doubts.
- Tutorial system is being followed and teachers take care of their wards. Their professional and personal development is taken care of by the tutors.
- Rest rooms are available for both boys and girls.
- Canteen, cold water facility and hygienic surroundings are available.
- We are providing spacious classroom with necessary ventilation, lab, playground, multipurpose room, etc.
- We have made enough lab facilities for the student's knowledge development.
- We plan for developing the institutions, infrastructure and other facilities to make the environment conductive to learning and development of the students.

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

The college adopts the following ways:

- Special coaching class, value added provisions, remedial classes cater to the various diverse needs of the students.
- Special provisions have been made for the physically challenged students, if admitted, for making them learning very effective and comfortable.

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- Computer literacy, spoken English, handwriting classes, personality development program, leadership quality program, Repeat practical classes in laboratory are also arranged to cater the needs of the students.

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

The following activities are envisioned :-

- The student teachers meet learners with mixed abilities like low achievers, high achievers during teaching practice session.
- The activities also include the following
a. Various research programs,
b. Celebrations of national festivals,
c. During teaching session, Practical sessions in approaching various sections of society,
d. Conducting sports and games,
e. Cultural activities and competitions,
f. Organizing extra-curricular activity programs

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

It is ensured as per below:

- Teacher educators receiving their knowledge through participating in seminars, paper presentation, conference and workshop conducted by other institutions.
- Observing the activities of the other teacher educators in academic as well as extracurricular activities,
- Imparting necessary training programs etc

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

The practices adopted to help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations include:

- Theory subject papers like Psychology of learning and sociological foundations provide good insight in these areas

- Workshops conducted on Inclusive education, Learning disabilities, transactional analysis, etc. Students are requested to participate in various seminars, make paper presentation, and attend conference, workshop conducted by other colleges.
- New and innovative teaching methodologies are used to complement and support to meet the requirements related to diversity.
- Community service activities that sensitize the need for equal learning opportunities for the disadvantages sections of the society.
- .Micro teaching and practice teaching sessions cause to develop knowledge and communication skills to meet requirements emanating from diversity.

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.)

The college does it as per details given below:

- Individual projects on problems related to classroom are given to the student learners. Project and action research are undertaken by students. Student-teachers are provided projects individually and in groups to strengthen their learning while doing. They conduct Action Research on the pressing social issues.
-   Student-teachers undertake and complete projects in different subjects. Students are divided into groups in each method subject and one project is allotted to each group. For such projects they work individually as well as collectively to make the project serve its purpose.
- Simulation technique is used during micro-teaching. Team-teaching; Group-discussion, brainstorming and co-operative learning are done for active learning. Computer assisted learning has been introduced. Facilities such as OHP, Computer and Internet are being used for teaching and learning in the college where such facilities are available. The establishment of language laboratory has helped the students to keep pace with modern technology in learning process.
- There is application of computers. Modern teaching aids such as Computers along with Internet Connectivity and overhead Projectors are being used in classroom instructions as well as other student learning experiences.

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- Students are the centres of all teaching exercises undertaken. There are provisions of participatory learning activities which contribute to self management of knowledge development and skill formation.

- Seminar / Workshops are conducted. In case of Seminars/ Workshops overhead Projectors / LCD Projectors / Computer with Internet Connectivity are also used to make the programmes student friendly and dynamic. Besides study tours and statistical surveys are also being conducted for the betterment of the students.

- Student-teachers are encouraged to conduct peer-teaching. Peer teaching enables the student – teachers to teach their fellow student-teachers. This enables them to freely teach in a friendly environment.

- Peer observation and discussions are also conducted.

2.3.2. How 'learning' is made student-centred? 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?

Students are the centres of all teaching exercises undertaken. There are provisions of participatory learning activities which contribute to self management of knowledge development and skill formation.

- Besides regular classroom learning, field trips, visits to institutions of higher learning, and working at the community level provide a taste of real life situation

- Learning is made student-centred through Assignments and Seminars given for students to prepare the topics on their own. Lecture method is one of the methods of teaching. But in case of seminars/ workshops interactive method, project based learning, computer assisted learning and experimental learning is used.

- The list of the participatory learning activities adopted by the institution is as follows,

a. Preparing assignments

b. Preparing computer instruction packages

c. Co-operative learning

d. Through active participation in project works, field trips and discussions

e. Collaborative group learning, both inside and outside the classroom;

f. Individual student research and discovery;

g. Research and discovery by students and faculty together;

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2.2.3. 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.

Models of teachings
Teaching Models(Audio-visual Equipments) used/ Lessons taught

Educative Model : One lesson in each

 Concept Attainment Model

- The teachers make use of various methods such as experiments, projects, learning through internet, power-point presentations, seminars, workshops, quiz competitions etc. Science part has well-equipped and well-managed laboratories to carry out teaching; the technical and administrative staff of the labs/resource centres is also efficient and provides students with instruments, equipments, and chemicals immediately on their demand during their practical hours.

  In addition to above, the college takes up Computer Aided Lesson Planning, Problem-Solving Method, Supervised Study Method, Debate and Discussion Method, Multimedia Approach, Story Telling Method and Role-Play Method

- The teachers provide the following experiences to student teachers
a. Demonstration method
b. Project method
c. Role Playing
d. Tutorial Group Making
e. Use of Technology to enhance learning
f. Using power point presentation
g. Using O.H.P projector

2.2.4. 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 get more theoretical knowledge about the models of teaching that can be used in the classroom effectively in the core papers and in the optional papers.

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The college does not provide additional training in models of teaching as a matter of routine. We face some difficulty at grassroots: the schools are not receptive to innovative practices.

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

Micro-teaching technique for developing teaching skills in B.Ed., training is essentially arranged.

The following micro-teaching skills are practiced by the trainees.
- Skill of introduction
- Skill of using black board
- Skill of demonstration
- Skill of reinforcement
- Skill of problem solving technique
Number of lessons given by each student per skill = Two

2.2.6 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.)

- Lessons given per day: 2-3 lessons per day/per student
- Lessons observed by Teacher educators: 80 percent in each option
- Lessons observed by school teachers: All lessons

Feedback mechanism: Teacher educators and the school teachers observe the student teachers' teaching and the assessment is indicated in a profile sheet. Students are given feedback individually both by the school teachers and teacher educators.

Monitoring: The lesson plan is corrected by teacher Educators. They see to it that all the features of learning experiences, Evaluation and teaching aids support the cause of obtaining objectives.

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

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Practice teaching is considered as internship in the B.Ed. course. After getting permission from Principal of government schools, corporation schools and matriculation//unaided schools, students are allotted to different schools in and around the college/town for 20 days

2.2.8. 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 trainees are sent to the respective schools to get the syllabus in consultation with guide teacher before practice teaching session. The teacher educators guide the trainees in preparing session plans and make corrections for the same. The school teachers and teacher educators give suggestions and feedback to improve the methods and techniques of teaching for respective candidates.

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

- Teacher educators discuss relevant case studies with student teachers before the commencement of practice teaching.
- Counselling is given to cater to the special needs of the children.
- The teacher educators help the student teachers to identify and solve the problems of learners with different learning needs.
- Schools identify educationally backward children. They are entrusted to the care of the teacher-trainees for intensive coaching in the subjects.

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

The major initiatives adopted by the institution for encouraging student teachers to use /adopt technology in practice teaching include:
- Hands on training given in using of computers and other ICT related equipments
- Encouragement given to give power point lessons, besides the two lessons stipulated by the University.
- Training given to download from the internet.

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- Use of LCD projector for paper presentations, for seminars is encouraged. General guidelines are provided for preparing effective PowerPoint presentations

2.4 Teacher Quality

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

The practice teaching planning is done in coordination with the school staff. Thus,
- Collecting the time table and accordingly planning the schedule
- Taking the content units from the respective subject teachers and then planning the lessons.
- These lesson plans are then corrected by the guiding teacher educators. Individual guidance is given to each student teacher.
- The mentor teachers help teacher-trainees to check lesson plans. The school teachers give suggestions for translating the plan into action effectively.
- Feedback is also taken from the practice teaching schools with regards to any improvements required in the teaching methodologies or content

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?

20-25 student teachers are assigned to a practice teaching school. The decision of allocation has been on the following basis:
- Psychologically a small group is easy to be accommodated in a school, without disrupting their schedule.
- The teacher educator is able to give sufficient time to each student teacher for feedback.
- Arranging the time table in coordination with the school authorities is simple.
- Observing 15-20 lessons is not that strenuous for a teacher educator who is enabled to do due justice while observing and giving suggestion.

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

- An observation folio is available with every lesson plan. The observations by the guide teacher and the mentor teacher are given on the spot. Oral instructions are also given.

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During the subsequent visits, teacher-educators monitor the improvement of the student-teachers.

- The strengths and the weaknesses are analyzed and communicated to the student teachers.
- Guiding teacher educator reviews the written feedback given by the supervising teacher educator and discusses the same with the student teacher for further improvement.
- Check is kept to see if there is a marked improvement in the student teacher's next performance.

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

- An introductory talk about schools in which students are going for teaching practice is given.
- Before the commencement of teaching practice student teachers are given adequate information about the school activities and curriculum framework.
- Orientation programmes are conducted with respect to every activity that has to be conducted in schools.

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

- Regular interactions by the teacher educators with the school personnel give an insight to understand the requirements and expectations of the school. Teacher educators then accordingly guide the student teachers.
- Attending workshops and seminars with respect to school subjects and teaching methodologies helps to realize the needs of the school.
- Students and faculty keep pace with the recent development in the subjects by means of reading latest edition books and standard journals in the library. Seminars/ workshops, study tours and Inter net facility enlarge their intellectual horizon. The college library has large collection of books and standard journals which facilitate the academic excellence for the teachers and students.
- Faculties attend conference, paper presentation, workshop, seminars to update themselves. Faculty in turn informs the students about the innovations in the respective subjects of the trainees.

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 faculty is encouraged to participate in state level and national level seminars, conferences and workshops. They are also encouraged to contribute articles to the journals. The college Principal encourages the faculty members to participate in Orientation, Refresher Training, national and International Seminars, Conference and Symposia.

The college Principal grants duty leave for attending faculty development programmes. Besides the college encourages the faculty members to organize Seminars/ Workshops. The faculty members are also inspired by the college to apply for organizing Seminars/ Conferences directly to University Grant Commission office along with forwarding letter of the Principal.

The institutions also organize workshop, seminars at national level and state level. The faculty is also encouraged to attempt various national level examinations. Members of faculty are encouraged to go for higher studies. There is provision of granting Study Leave.

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

The head of the institution as a democratic leader appreciates the achievements of the staff in the open meeting and in the council meetings. The management appreciates the teaching faculties who secured university ranks and district ranks with a certificate of achievement and a memento.

2.5 Evaluation Process and Reforms

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

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Tutorial (mentor) system is followed in the institution. It is easy to identify the problems related to personal and psychology of students. Formally, the barriers to student learning are identified through:

Informal talks, Suggestion box, Performance at practice teaching, Examinations, Mid term reviews and Exit Meeting.

These are Communicated through: Tutorial meets, Method lectures, Feedback and Addressed through: Mentoring, Assistance with notes, Extra Lectures, and proper task and need analysis.

The solution for the problems is given in counselling session.

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

B.Ed. curriculum encompasses a continuous and comprehensive evaluation. The assessment of the student-teachers includes internal assessment: 340 marks and, external assessment: 760 marks (Theory and Practical) University examination. Internal Assessment encompasses:

Seasonal tests held for each paper - 01 Nos.

Assignments for each paper - 01 Nos.

Practical: Sessional Work - 05 Nos. (10 marks each)

One Internal Assessment Tests are conducted to ensure continuous assessment of the performance of students followed by term-end examination. Class tests are also given.

Practice Teaching

All the rules relating to the evaluation methods are published in the college academic calendar and distributed amongst the students at the commencement of the academic session.

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For B. Ed candidates, proportionate weight as assigned is as under:

Internal	External
20	80

Theory	Practice Teaching	Practical's
80	10	10

The mechanism for redressal of grievances regarding evaluation is formulated by the Examination Committee of the college subject to rules of the university.

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

- The test papers and assignments are evaluated and feedback is given as soon as the tests are over.
- During the seminars the trainees are given immediate feedback.
- The student's performance is assessed and individual feedback is provided. This feedback is also communicated to the tutorial group teacher educator in charge.
- Teacher educators of the college are also provided with information about the student performance in different subjects and the subjects taken by the concerned teacher educator. They find out the suitable way to improve the performance of the students. Students are personally called by the teacher educator to talk about their performance.
- Remedial measures are adopted according to the requirement and deficiencies of the individual student teacher. The first terminal examination and the diagnostic remedial testing give a clear status about the student teacher

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

- ICT is not used in assessment and evaluation procedures. But marks are punched in the computers through which the total marks of the students are calculated and the results prepared.

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- The college proposes to develop students' profile including the data on past achievements

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 best practices pursued in respect of teaching, learning and evaluation hovers around;

a. The teaching innovations correspond to ICT based teaching aids such as Computers, Over Head Projectors, LCD Projectors and Internet. The college is equipped with computer sets, both for students and teachers. Computer and Internet facilities to all will be supplied soon. In case of seminars/ workshops there is greater application of LCD Projector and Computer sets.

b. To ensure academic excellence of both teachers and students relevant text books, reference books and standard journals are being procured by the library out budgetary allocations.

c. b. There has been increased application of ICT based teaching aids such as Computers, Internet, and LCD Projectors to ensure greater response and interaction of students in the Seminars/ Workshop. The interactive teaching imparted by eminent resource persons/ guest faculty invited from State/Central University tends to be facilitated by latest ICT based teaching aids.

d. The members of the faculty are instructed by the Principal to engage classes as per lesson plans and academic calendar. Courses of studies are being covered within the stipulated time frame and revision of the exercises being done by the teachers concerned to facilitate the slow learners.

e. The faculty members prepare learning materials using PowerPoint and present in the class. LCD is used for teaching. CD's are available in the classroom. Course file is prepared by concerned teachers.

f. Student Feed back Reports are being scrutinized by the Principal to assess the quality of teaching by the faculty members on a regular basis.

g. Two Internal Assessment Tests and one term end examination have been introduced. Besides seminar papers/ project reports / case studies are being submitted. Study tours and field works are being conducted for the benefit of the students.

h. In case of admission work the computerization process has been sustained and efforts are being made to make it online from the next session. Besides counseling system of admission at per with technical institutions has been introduced for the last four years to save teaching days and allotting Honours subjects at the time of admission.

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

The Institution practices the Block Schedule Approach in the teaching learning process.

- The teacher educators are provided with internet facilities to enable them to do the reference work from the internet.
- The teacher educators do the reference readings from the digital libraries.
- The teacher educators also access essential teaching aids and other materials required for teaching learning activities from the internet.

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3.1 Promotion of Research

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

We encourage our teachers to take up research in education by providing following support:

- Financial support and Intellectual support
- Contribution of research papers to regional, State level, national & international journals.
- Writing text books and research oriented reference books for the research students.
- Resource Persons by the Faculty members in regional, State, national level seminar / conference.

3.1.2. What are the thrust areas of research prioritized by the institution

The thrust areas of research prioritized by the college comprise the aspects related to creativity, teacher's effectiveness & educational management, teacher's behaviour, class-room teaching, environmental, etc. More areas of research may be identified in the ensuing academic sessions.

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

Yes. We encourage action research to both our students as well as teachers. The college promotes participation of the students in research through the academic programme. Besides, students participate in college Seminars/workshops.

Studies, Major outcomes and the impact

- Clean drinking water facilities were arranged.

- Difficulties faced by B.Ed. students in teaching aids preparation—Difficulties were identified and rectified
- Difficulties faced by B.Ed. students in communication: Remedial course was arranged. Communicative skills of the students registered increased.
- Lack of interest in reading: hours were increased. Reading habit was enhanced.
- Problems faced by B.Ed. students during teaching practice: Motivation through invitees' talk.
- Schools are allotted near the College.

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

The faculty members of the college take part in different conferences/seminars/workshops. The College organised Workshops on

a. Life Skill Education,
b. Creative Writing,
c. Communicative Skills,
d. IEDC, Gender Equity,
e. Human Right Education,
f. Folk Culture,
g. Action Research,
h. Use of ICT in Teacher Education, and

3.2 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 following instructional and other materials were developed and used by the institution for enhancing the quality of teaching:

- Power Points presentations are prepared.
- Computer Lesson Plans are developed by the teachers.

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- Students prepared charts, models, etc., as teaching aids.

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

The following facilitates are available with the institution for developing instructional materials:

The institution has well equipped resource centres like as Information Communication Technology, Psychology, Art and craft, Music, Social Studies, health and physical education, science and mathematics laboratories, Internet connection, Psychological resource centres , Language resource centres ,Music and Sports resource centres, Home Science resource centres, Art and Craft lab with material.

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

- Power point presentations of each paper- unit wise has been prepared by teacher educators and all the subject notes are available in soft copy too.
- General instructional manual is developed and provided in class to develop effective power point presentations.
- OHP sheets are also prepared

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

Organised by the institution and attended by the staff
- The college organised workshops and lectures on the following
- Gender Equity,
- Human Rights in Teacher Education,
- Creative writing
- Folk-dances,
- Life Skill in Education,
- ICT in teacher education

Experts were invited from diverse field of education for up-gradation of professional skills and competencies of faculty and teacher trainees. College conducted special lectures on

- Micro Teaching,
- Grading system,
- Continuous and Comprehensive evaluation,
- Learning disabilities

Training provided to the staff

Details on various training programs and/or workshops on material development (both instructional and other materials) are as under:

- Workshop was organized by the institution for the student teachers on puppetry-making and how to use them effectively and innovatively.
- Workshop on developing CAI material was conducted for the student teachers.
- Workshop was conducted on developing sustainable teaching aids and instructional material

3.2.5. List the journals in which the faculty members have published papers in the last five years.
In all, 1 paper has been contributed.

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

3.2.7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.
Research has been emphasised, but still nothing big has come out from staffs.

3.3. Consultancy

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

College has been providing academic support to the neighbourhood primary school and its teacher in terms of building their capacity and strengthening of pedagogy. It is 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 publicize the available expertise.

Yes, the faculty members of the institute are competent to undertake consultancy.
Areas of competency of the staff members are:
- o Guidance
- o Counselling
- o Job selections
- o Career advancement
- o Action Research
- o Curricular framing and Course writing

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?

Since there are no consultancy services the question of revenue generation does not arise and as such no mutual benefits accrue to the institution due to consultancy.

3.3.4. How does the institution use the revenue generated through consultancy?
Not applicable.

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 program, partnering with NGO's and GO's)

The institution organized several programs to the benefit of local community. These included.

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Literacy awareness program for the nearby village

Conducted AIDS awareness programme

Anti dowry awareness

Extension activities organized by us also included Gender disparities; Women Empowerment, etc. ensure social justice and empower under-privileged sections.

'Total Literacy Drive' was one project undertaken by our college. The pioneers of the college, sensitive to this problem, made it a policy and duty to eradicate the intellectual poverty.

The Impact of the practice was significant. The Total Literacy Drive has made it possible to prevent dropouts; created environment conducive for studying; improved the performance in examinations; empowered students to go for higher education; ensured that the rights of the children are taken care of; and promoted volunteerism and community-based work in the field of education and child empowerment.

The College offers extension programmes such as Community Development, Adult Education and Literacy, Social Work, Environmental Awareness, Remedial Education for rural drop-outs; Culture based pre-school education for rural children, Gender disparities, Women Empowerment, etc. ensure social justice and empower under-privileged sections

The outreach programmes are arranged every year and a number of activities such as tree plantation, health check up, digging of pits for toilet, etc. have been undertaken during the period of such camps. Our students participate in pulse polio immunization programme, tree plantation, disaster management etc.

There is positive impact of extension activities on the community.

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

Our trainees are given opportunity to serve as teachers in the schools through placement service. Besides, the institution has benefited from the community in the following manner:

Community participation in institutional development:

▪ Constant contact with the community via schools has helped in human capacity building of the institution.

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- The first hand experiences during these activities and the interactions with the less privileged section of the society helped the student teachers in bringing in awareness and sensitization thereby developing their 'Affective Domain' making them more humane.
- The institution helped the needy women by allowing them to sell homemade hygienic food in the canteen.

  Institution-community networking, institution-school networking:
- Help was provided in the form of guidance, providing teaching aids, conducting English speaking classes, personality development as the schools caters to the under privileged students. Our B. Ed student teachers undertake remedial teaching to students weak in studies. Parents of the students from this school are oriented on different aspects like parenting skills, handling adolescent problems, etc.
- Teachers of the school are motivated to take up action research guided by our teacher educators'.
- Workshop on puppet making, best out of waste for the school students was conducted.
- Workshop on innovative teaching methodology is organized for school teachers.
- Research on carbon-footprint was conducted.

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 future plans and major activities:
- Health awareness campaign and adult education.
- To visit orphanages and old age homes to give programs.
- To create awareness about the traffic regulation.
- To inculcate the necessity of cleanliness and to create awareness about the environment and pollution.

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.
Yet , it is in progress.

3.4.5. How does the institution develop social and citizenship values and skills among its students?
We conduct following programs to develop social and citizenship values and skills among our students.

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- Citizenship camp programs
- Workshops
- Seminars
- Yoga and Meditation programs
- Social values taught through hidden curriculum.
- Through talks by seniors and faculty members.
- The curricular and co-curricular activities are also instrumental in inculcating required values. There is inbuilt emphasis on democratic values, responsible citizenship, and awareness of human rights for inculcating these values.
- Through extension programmes as reported under 3.4.1.

Subject experts / Professors of Universities are invited as guest faculty to impart teaching on specific topics. Besides, reputed teachers from other Colleges and Universities are invited to deliver talk on relevant topics. Besides, camps are being organized at regular interval which focuses on topics relevant to above mentioned matter.

3.5 Collaborations

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

We have linked with the affiliating university for modification/up-gradation our syllabus. We are in the process of establishing links with DELNET/INFLIBNET for updating our library facilities.

The college has linkages with national level organizations like NCERT, Bal BHAVAN Society, National Museum of Natural History, & Indira Gandhi National Open University, N. Delhi, Besides, we have linkages with regional and local organisations.

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.

The institution does not have any linkage with international level organization.

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

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- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

Contribution of the linkages:

- Curriculum development: -Nil
- Teaching: Teacher Educators act as a resource Person for part time courses along with other institution teacher Educators.
- Training: Refreshment classes conducted by IGNOU, at Regional level are attended by faculty members.
- Extension: Health awareness programs are conducted.
- Publication of Academic articles: -01
- Student placement: - 34

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

- Teaching practice takes place in the private, government corporation and matriculation schools.
- Case study and action research are done by trainees helps to find out remedial measures for the identified problems.
- Besides teaching, the trainees are encouraged to take special coaching classes for the learners.
- Spoken English and communication skill is given importance and school pupils are trained in the skill.

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.

- The presentation of practice teaching is done in school in the presence of school teachers.

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- The permission for practice teaching is granted by the chief educational officer for the government schools, and by school management. The duration of practice teaching is decided in concurrence with the schools concerned.
- The trainees are monitored during practice-teaching and instructions are given by the guide teachers at schools. They are also supervised by the teacher educators regularly during practice teaching.

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

- School teachers are invited to our institution to give demonstration lessons.
- Head masters, professors and experienced school teachers from other institution & universities were invited to deliver lectures in seminars and workshops organized in the institution.

3.6 Best Practices in Research, Consultancy and Extension

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

- Organizing Seminars and Workshop for the promotion of research by both teachers and students.
- Procurement of books and journals by the college library for the benefit of both students and teachers.
- Procurement of Science equipment and teaching aids to promote research work by the faculty members and researchers.
- Provision of duty leave for the faculty members for participating in Seminars / Workshops by the teaching staff.
- Organizing Study Tours/ field Works by the college for the promotion of research by the teachers and students.

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

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- College provided free tuition to weak students.
- Action research is undertaken on school related issues
- Whenever the faculty members come across some problem in the educational field, immediately that problem is tried to be tackled by taking up an action research like to study of effectiveness of co-operative learning over conventional method of teaching–learning in mathematics method amongst B. Ed students was effectively conducted and the impact of the study was analyzed and similar technique of co-operative learning was then tried in different methods too.

4.1 Physical Facilities

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

Yes, this is implicitly evident from NCTE's approval communicated vide No. **F.NRC/NCTE/RJ-1784/2008/60622-28 dated 04.09.2008**. We have physical infrastructure as per NCTE norms indicated hereunder:

- Multipurpose hall: M.P.H installed with latest communication system, OHP and sound system with a seating capacity of more than 190 for conducting academic and cultural activities

- Class Rooms

- Boys common Rooms

- Curriculum Lab
- Physical/ Health Resource Centre
- Seminar Hall
- Music &Sports room
- Art and Craft Room
- Girls Common Room
- ICT Resource Centre: Computer Resource Centre with 20 computers and internet facility with each system.;
- Library: Library with a floor area of 97.5 sq. meters having a seating capacity of **60** and a separate reference section; Library has a photocopier for the students with the facility of photocopying on nominal rates.
- Principal room
- Staff Room (Gents & Ladies)

- Rest room (Gents & Ladies): Separate Boys' & Girls' Rest Rooms provided with bedding and first aid facility.

- Office room
- Washrooms for men and women with separate washbasin.

- The Play Ground, Sports and Music Room, Canteen, and Campus Store, Open space for conducting morning assemblies/special assemblies
- A beautiful lawn is embedded with greenery and season's flowers.

- A well-sized Parking Space for vehicles
- The Institution has a built up area covering 2079.58 sq mt out of 5000 sq mts academic campus.
- The college has enough furniture and equipments. Every year the management allots funds for maintenance of building.
- Purified drinking water at each floor is available. In addition there is a deep bore well in college campus to maintain uninterrupted water supply.
  The infrastructure has been and remains sufficient enough to keep pace with the academic growth and accommodate more students/courses on the campus by making required additions to the existing building.

- The master plan of the college campus indicting the existing building is given in appendix.

Total Investment: The total investments done by the college for developing the infrastructure is Rs.8 lakhs app. during the last three years both on civil work and resource centres.

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

The management makes budgetary allocations for augmenting the infrastructure to keep pace with the academic growth.

Two C.C.T.Vs have been installed in library, one Classroom, Committee room, staff room, Pricipal room, ICT centre and reception counter.

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The library now covers an area of 97.5 sq m. The college has plans to enhance its website and provide each student teacher with a unique login id, through which they can access the learning material that the teacher educators are to provide on the website and in the near future also make online submissions of the course work.

Budgetary Provisions for augmentation
(for three years)

ITEMS	Budget 2012-13	Budget 2013-14	Budget 2014-15
Building renovation	1,75, 000	1,74,300	2,10,100
Renovation of Laboratories	78,900	1,20,000	1,10,000
Computer Centre	80,000	75,000	95,000
Games &Sports	15,000	26,000	16,000
Renovation of Classrooms	25,000	25,000	20,000

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

The college has the facilities required for overall development of the personality of the pupil teachers.

- The college takes pride in the facts that it possesses infrastructure required for co-curricular and extra-curricular activities. It has fully equipped and spacious MPH fitted with latest sound & projection systems, which is used for curricular activities and for the various intra and inter Institutional competitions. Whenever any large scale function is to be arranged, the institute uses its auditorium with LCD and Public Address System installed therein. The institute maintains its own Public Address System, recording facilities, cultural activity CDs, make-up kit, etc.
- There are additional rooms and open space available for the inter-house basis co-curricular activities.

- Indoor & Outdoor game facilities are available on the campus itself.

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

- The college shares its infrastructure with schools. The shared infrastructural facilities are laboratories and library
- Multipurpose hall is used   for the community and extension activities.

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.)

- Our institution provides hygienic foods, purified drinking water at all the floors, and rest rooms.
- Cleaning of ladies and gents toilets is conducted daily.
- Health insurance is available for both students and faculties. First aid facilities are also available.
- Regular visit by doctors   to ensure the health and hygiene of the staff and students
- The institution has on call doctor who attends to any emergency requirements and is associated with the college.
- Regular medical check-ups are conducted.
- Common rooms are available for the male and female student-teachers. Separate washrooms are available for the male as well as female student-teachers.
- Round the clock cleaning of the premises is done to maintain hygiene. There is a 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, we do not provide the hostel facility for students.

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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.

a.   Building

b.   Laboratories

c.   Furniture

d.   Equipments

e.   Computers

f.   Transport/Vehicle

The Maintenance and repair work is outsourced to contractors. Equipment is signs repaired and serviced to respective vendors. We enter into annual maintenance contracts. Under emergent situation, break-down call arrangements are made.

Budgetary allocations and expenditure for last three years

(For three years)

Head	2012-13		2013-14		2014-2015	
	Budget	Utilization	Budget	Utilization	Budget	Utilization
Building	50000	33800	50000	45629	35000	25395
Furniture	20000	0	20000	19000	15000	12500
Equipments	40000	36099	35000	30627	12500	13800
Computers	50000	43150	31000	29900	25000	20410
Transport	42000	42200	51000	50600	25000	15000

The college spent almost entire allocations. At times and in some cases the actual expenditure exceeded the budgetary allocation.

The budgetary estimates are counted on the basis of the past spending and the felt future needs. The principal and the management of the college manage and supervise utilization of the allocated budget optimally.

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

The institution has a well planned schedule as a result there is optimum utilization of available resources without interruption to any activity.

We ensure that all students are available in library and college campus and the students who use the computers and internet are monitored to ensure the infrastructure is optimally utilized.

Part of infrastructure is shared with schools. The institution also shares the science laboratory with schools. The institution is utilized for conducting the public examinations and University examinations. The institution lends its premises for conducting polls by utilising it as a polling centre during elections.

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

The problem of pollution and waste management is taken seriously by our institution.
Our college has got number of trees and plants which are watered regularly. In this way we can reduce the emission of carbon-di-oxide.

The clean and ventilating structures made by our college, which are cleaned by labours.
The wasted and plastic bags are strictly banned by our institution.
Also, we organise different programmes on environment. Some activities are-
a. Environment awareness programmers.
b. Planting saplings
c. Inter house competitions for awareness on environment
d. Events having environmental overtones are
e. Exhibiting creativity in making environment-friendly items
f.   Garbage and waste free campus

4.3 Library as a Learning Resource:

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

Yes, the institution has a qualified librarian and sufficient technical staff to support the library.

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)?

Latest edition books and journals are being procured by the library each year. Rare books and journals are being issued to the students for reading inside the reading room. There is also separate reading room for teachers. Research scholars used to visit the library for their concerned references. Library infrastructure has already been developed. The sitting capacity for teachers inside the teachers reading room is 60. Besides, the library has separate reading room for both boys and girls with sitting capacity of 60 in the reading room. Reading Tables, Chairs and fans are available in each reading room.

Both teachers and students read in the library and books are also being issued to them for studies at home.

Total collection include

Books:	4210
Titles/Reference Book:	2210
Text Books:	2000
Journals:	10
CDs:	37
News papers:	3 (Hindi and English)

Audio-visual teaching learning resources:

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1. Interactive white board -1
2. OHP -1
3. OHP screen -1
4. TV -1
5. CD/DVD player -1
6. Tape recorder -1
7. Audio system - Available
8. Mike & Speaker -1
9. Digital camera -1
10. CD's/DVD's blank -20
11. LCD Projector -1
12. Digital video recorder -1
13. Internet access -Available

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.

Yes, we have the mechanism to systematically review the various library resources through library committee. The library committee is composed of four members, among them a librarian and other three other faculty members.

The library committee has crucial role in the modernization of library such as office Automation, software packages appointment of data entry operator, internet connection, purchase of new books and journals and settlement of any dispute relating to library books.

Its role and responsibilities also include the following:

- To suggest for improvement in library resources,
- To suggest for providing necessary infrastructure like books, furniture, computers, and almirahs,
- To suggest for purchase Indian & foreign journals and magazines,
- To make need-based decisions,

There is provision of open access of both teachers and students to the library. However from the stand point of security and preserving tranquillity of the library students' freedom has been truncated to some extent as students can enter into the Library along with the concerned subject teachers. Teachers used to consult the subject wise

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catalogues for issue of books from the Library. Students also refer to the catalogues for issue of books. For both teachers and students there is ceiling beyond which no books being issued. To ensure security of library books both teachers and students are required to deposit their bags in the cloak room before entry to the library. Besides, extinguishers have been fixed in the comers of the central library to safeguard the books.

Each year new books are being purchased by the library on the basis of booklist prepared by the concerned committee in conformity with the latest syllabus of course of studies. The latest collection of books by the college library has enabled it to be users friendly as both students and teachers are substantially benefited.

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

Yes, our library is being computerized.

Efforts are being made to fully computerize the library and make it online for which all books are to be enlisted in the computers with the help of data entry operators on contractual basis.

The library has one Xerox which facilitates both teachers and students in the Xerox of rare books subject to payment of minimum reasonable price.

One library attendant is in charge of operation of the Xerox machine.

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

Yes, the college library is being equipped with a set of computers, internet and reprographic facilities along with office automation software packages and internet connection. Only recently the college library has been equipped with broadband internet connectivity which would enable the students and teachers to avail INFLIBNET / DELNET facility.

These services are available to teachers and students during working hours without restrictions. About 50 per cent of faculty uses these facilities.

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

Yes, the institution is in the process of making use of Inflibnet/Delnet/IUC facilities. The latest services such as INFLIB NET/DELNET are to be made availablr to both students and teachers. It is anticipated that such services will soon be available to both teachers and students.

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.)

In an academic year the library is opened for 250 days. During normal working days and during examination, the library is opened for 06 hrs, in each case. On holidays it functions 6 hour a day.

The library is working on all college working days. The library remains open from 10 AM to 4 PM..

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

The library displays new edition books, recent journals and reports on the shelf in front of the library gate to entice attention of the teachers and students and there by motivates the users to consult latest reading materials.

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 institutions library has a book bank. It helps the students, who are poor and needy. It is available to student-teachers with special needs such as;
Economically backward,
Student-teachers staying away from their homes,
Student-teachers who are doing group study, and
Student-teachers commuting over long distances

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

The visually challenged students can use audio CDs

Physically challenged students may use one of assistants for utilising of library resources.

The institution has never had any visually or physically challenged students, but if such a scenario comes up, the library is capable of providing a reader for visually challenged students.

4.4 ICT as Learning Resource

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

The college has computer sets which facilitate the concerned teachers impart computer aided teaching to the students. The institution has computer laboratory with internet connectivity. There are 30 computers in the laboratory with LAN connection. Language learning CDs are used by students. Each computer has headphones with microphone.

There is an Educational Technology laboratory. This lab consists of OHP, LCD, Radio, tape recorders, televisions with white boards, amplifier, cordless mike, collar mike and hand mike, video cassettes, video camera and audio cassettes.

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

Yes, provision is made in curriculum for imparting computer skills to the students of B.Ed. There is an optional paper "computer education" of 100 marks.

The following details on the major skills are included.

Selecting an operating system and running a program.
Open files, save, and create a file.
Windows
MS office like word, excel, power point

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Creating graphic objects

Scanning images

E-mail

Website

- Students prepare computer assisted instruction or project base learning on Power Point. Multimedia are important skills learnt by student teachers. Student-teachers use spread sheets to solve, analyze and represent data on charts.

- Students identify the problem. Then they tend to know how new/recently developed technology can be used to solve it. After assessing such new technologies, a rough work is carried out. It is verified by every student teachers and teacher educators.

- Student teachers make use of new technologies for their lesson plans on power point compulsorily. They prepare two lesson plans project based lessons during teaching practice in the schools as well as in the simulated teaching in the college.

Thus, new information communication technology is utilized by our teacher educators and student teachers.

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

- Computer Aided Design instruction materials are produced for transactional process.
- Multimedia PC, Laptop
- CDs& DVDs. digital video, still camera.
- Internet and its tools- e-mail, browsers, website, search engines, chat etc.
- Computer aided instruction
- The college makes 3 major instructional uses of computer based technologies:
- Learning from the Technology
- Learning about the Technology
- Learning with the Technology.
- Teachers and students demonstrate well developed skills with technology.
- Teachers are comfortable with technology and develop new instructional strategies, facilitate the construction of student knowledge and employ a variety of student assessment activities,

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

The major areas in which the student teachers use technology in practice teaching are;

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

- *Classroom transaction:* Student teachers make power point presentations which they prepare as part of their Computer Assisted Instruction package and give at least two lesson using this technique. Student teachers also use OHP for their lessons.
- *Preparation of additional information to be used in lessons*: Student teachers download information from the computer using internet facility. Teaching aids in the form of pictures, etc are downloaded from the internet.
- *For Preparing Teaching Aids:* The student teachers prepare slides related to the curriculum, which is to be transacted in the classroom. They use technology of information communication in making different kinds of teaching aids. The student teachers prepare teaching models in the Teaching Aid Workshop to include in the practice teaching.

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.

As out above that the infrastructure facilities established are kept open for the students and faculty during working hours and extended hours whenever required.
Library, Computer centre, Sports facilities are kept open on holidays/extended hours for all the registered users.

The infrastructure of the college is optimally used by the legitimate users and is also made available to other academic agencies, such as practice teaching schools.

We share some facilities with other institutions & community.

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?

The following are the audio-visual facilities/materials available with the institution,

Educational CD's & DVD's	35
Television	1
Tape recorder	1
Video-Audios	20

- The student teachers are encouraged to optimally by the use of power point presentation for learning including practice teaching. The college encourages them to use various kinds of audio-visual materials. Student teachers learn and observe various teaching methods, teaching-techniques, language teaching strategies, etc through CD's & V.C.Ds in Educational Technology Lab as well as in computer lab

- Student teachers are encouraged to use audio-visual materials to develop lesson plans, teaching aids, instructional strategies, etc., Student teachers use audio-video materials during practice teaching. They learn or try to adopt the expertise in teaching methods displayed in the C.Ds V.C.Ds.

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 general and methods laboratories available with the institution are as follows,
a. Curriculum Lab
b. ICT Resource Centre and language laboratory
c. Work experience room

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d. Arts and crafts resource centre

The management provides budgets and funds for maintenance of the equipment and other facilities as specified under 4.2.1. above

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

The institution has above mentioned facilities.

Multipurpose hall:

The multipurpose hall is the major hall in our institution. It is equipped with audio-visual facilities. We have adequate furniture for seminars and meetings purpose.

Work shop:

The workshop is used to make innovative objects from wasted material

Sports:

Indoor and outdoor sports facilities are well in place. The college has big sports ground and sport room having kits of carom, cricket, volleyball, badminton, chess, etc.

These are maintained for facilitating physical development of our student teachers.

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 are equipped for the use for the latest technologies like OHP, LCD's projector, power point presentation for teaching. The college intends to equip all the classrooms with permanent fixtures especially PPT.

4.6 Best Practices in Infrastructure and Learning Resources

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

It is done by using the following

The teacher-educators seek to model the best practises by video-graphing all the demonstration lessons given by them. The technology is provided in the form of laptops and LCD Projectors in the classrooms is made use of in the teaching learning process. The different methodologies used in the teaching learning process helps reflect on the performances of the teacher-educators

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

The following are the innovative practices related to the use of ICT's,

Preparing CAI material
IT literacy program for students
Encouraging students to use technology
Admission automation

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

Below are given the Innovative practices related to the use of ICT, which contributed to quality enhancement:

1. Use of alternate learning delivery mechanisms- e.g . video, internet
2. Using internet and e-mail facilities -to gain knowledge
3. Expanded and improved classrooms and laboratory instructional methods- e.g . Simulations, visualization, applications
4. Games and simulations - improving quality of learning
5. Use of Multicultural education
6. Developing Multimedia kits -to make process interesting

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

Use of ICT in instruction by the teacher educators has greatly reduced the dependence on the chalkboard as a teaching-learning tool. This has introduced the student

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teachers to the use of ICT- use of power-point in their regular day to day teaching process. Sharing of information has been facilitated.

- The use of Modern equipments like ICT
- Best maintenance activities
- Preventive maintenance schedules

5.1 Student Progression

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

We have to follow the university norms. On our academic side, the faculties conduct internal test for students.

An orientation program is given to prepare the students to have a positive attitude towards teaching profession.

A content test is conducted in their subject of specialization to test the knowledge of content. Tasks are assigned to enhance their content-knowledge.

Training workshops and practical sessions are conducted in microteaching skills, lesson planning, methods of teaching, models of teaching, practice teaching, simulated lessons, action research projects, essay writing, study habits in order to equip the student teachers with pre-requisite knowledge and skills of teaching. Regular feedback sessions are arranged to help the student teachers to refine and enhance their teaching ability.

Workshops are organized on innovative methods of teaching, ICT. These are conducted by experts in the field and the college faculty.

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

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Campus environment is very congenial as it takes care of the students' needs. The campus has airy classrooms and an ideal library, computer room, rest rooms and canteen.

The institution maintains a humane relationship in its dealings with the student teachers. Tutorial groups are formed under each teacher educator. The student teachers are constantly monitored with respect to their progress. Student- teachers' problems, difficulties and grievances are handled by the respective tutorial teacher educator. They are motivated by words of praise.

The system of tutoring further branches out to mentoring for those with academic impediment. Mentoring helps to solve problems both at the personal and professional level.

Special coaching is provided to boost their morale and bring them academically at par with other student- teachers'.

Student teachers' work is supervised regularly. Feedback on a regular basis is given to help them realize their strengths and weaknesses.

Alumni Meet is held once every year. The student teachers are encouraged to maintain contacts with the alumni so that a comfort zone is built and the stress levels if any are brought down.

Grievances are also tackled through student council who help and motivate the student teacher to resolve their problems and ensure performance improvement.

We motivate the students for higher education and employment. Personality development programme is organized for the improvement of the students.

Every year we celebrate "Teachers Day" to ensure motivation, satisfaction, development and performance improvements of students.

Each faculty member takes the responsibility as academic counsellor for 15 students

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

Academic Year   Percentage

2012-13   NIL

2013-14   NIL

2014-15   NIL

The dropout rate in the B. Ed program zero. The students are oriented at entry point about the course, the expectations and commitment required. Nevertheless, they do come in with their own set of personal and family commitments. Thus at times they find it difficult to cope with the packed schedule of the Course and think of opting to withdraw.

But the actual withdrawal is neutralised or minimized through individual counselling, by visiting student teacher's homes, regularly talking to them, involving the counsellor in certain difficult cases and counselling the effective family member. In certain special cases the principal also intervenes to find solutions. Students very often change their idea of dropping out after these sessions. However, in a few stray cases the reason may be genuine enough and the student drops out of the course.

The reasons for drop outs can be read in personal circumstances and health conditions of the student

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

The college maintains teams or committees which specifically work for enabling the students to compete for jobs and make progress to higher education.

- The fact remains that the B.Ed. students generally get jobs in government, government aided and private schools. In view of financial status and family related constraints, very few students go for further studies. Likewise a micro specific minority of them attempts

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for competitive examinations. However, attempts are made to render required assistance to candidates aspiring for appearing in competitive examination and/or going for higher studies.

- Students are facilitated to apply for various posts at the centre and the state level as also guided as to the way of preparing for the competitive examinations like identifying the relevant material for clearing a particular examination, aspect of the question paper one should concentrate on for scoring good marks, etc.

- Student-teachers are provided additional guidance services which helps them to apply and compete for the various State and Central level competitive examinations like NET, SLET/SET, KVS, NVS, SSB, SSC, etc. The library of the college has collection of preparatory books of SLET/NET which the students utilize for the preparation of the examinations.

- The importance of the life-long learning is also emphasized upon. They are also advised to go for further studies in future and if possible do it through correspondence or distance mode along with their teaching career. For this purpose, there is a dedicated team of teachers who perform this duty throughout the year.

5.1.5. What percentage of students on an average goes for further studies/ chooses teaching as a career? Give details for the last three years?

The college has developed a mechanism to keep track of the students going for higher studies or opting for teaching career. The available data showed that majority (51%) of the B.Ed. goes for the teaching career in schools and a thin majority (11%) of them opts for higher. studies. Proportion of those going for other professions is quite high.

Students Going for the Teaching / Higher Studies

S.N.	Year	Higher Studies		Teaching		Others		Total
		No.	%	No	%	No	%	%
1	2012-13	13	13	48	48	39	39	100
2	2013-14	16	16	27	27	3	3	46
3	2014-15	5	5	78	78	4	4	87

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The data tabulated above shows the students going for further studies and those who chose teaching as a career. The 'others' in the table represent those who did not provide feedback to the College or those who are neither in the teaching profession nor studying further. For example, if a student-teacher, who has passed out from this College, is working as a manager in a BPO then he/she placed in the column 'others'.

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 teachers after graduating from the institution? If yes give details on the same.

Yes, the institution provides training and access to library and other education related electronic information and other resources available to the student teachers after graduating from the institution.

The student teachers seek help from the institution for various types of resources. The alumni also access these resources very often for their professional enhancement. Student teachers who opt for further studies avail of these facilities.

The institution also conducts training workshops for the alumni in innovative practices. Resource persons are also invited for the same.

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

Yes, the institution offers placement and counselling services to students. The placement cell understands the intricacies of human resource management and therefore coordinates with different educational institutions and tries to provide placement for students. The cell works towards bridging the gap between the requirements in various schools and the career aspirations of the students. The centres' networking establishes a lasting relationship with the schools, Junior colleges and NGOs.

The cell also provides for personal grooming, personal support and counseling in seeking jobs in good schools. The placement cell invites resource persons for imparting training to the students which enhances the scope of employability on the part of students. The centre organizes workshops to equip students for preparing curriculum vitae and appearing for interviews. Personal guidance is given to the student- teachers to

facilitate them to take up the most fitting job offer. The placement cell encouraged students to be self-employment through participation in training programme. 90 students have benefitted through the placement services

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

The difficulty faced by placement cell during campus interview is communication skill problem because of most of students coming from rural areas are weak in communication. The institution overcomes this difficulty by providing communication skill training classes for students who are weak in language.

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

Yes, the institution has arrangements with practice teaching schools for placement of the student teachers.The requirements of the practice teaching schools are made known to the institutions placement cell well in advance. The cell then arranges campus visits by the practice teaching schools to conduct interviews and select candidates as per their requirement.

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

The resources provided by the institution to the placement cell include financial support, computer, telephone and a staff for functioning of the cell.

5.2 Student Support

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

The academic calendar is furnished by the university. The stakeholders get an overview about the various activities to be conducted. Any feedback received is reviewed

and if required, necessary revisions are then carried out. It is done prior to the re-opening of the college and distributed to the students and teaching staff. The Lecturer in charge of time table prepares the time table in association with other Lecturers in charge of events prior to the commencement of the new academic session.

The curricular, co-curricular and extra-curricular programmes are planned at the end of each academic year for the forthcoming session.

Prior to the planning, previous year's work is reviewed and feedback is taken from the teacher educators, student teachers and also from the practice teaching schools. Suggestions provided are discussed and a feasibility report is prepared. Wherever possible, required changes are made. An academic calendar is drawn to aid the activities of the entire year. Various portfolios are allotted in the presence of all the staff members before the commencement of the academic year to ensure planned and smooth execution of the same.

Meetings are held on every to discuss and ensure that the activities are carried out as planned. This helps to review and find lacunae if any, which enables every teacher educator to find suitable solutions. This further helps in achieving the objectives and implementing the curriculum effectively.

After the completion of each activity the staff members review the activity and prepare a report on how the activity could be improved. Student feedback is also taken informally for co- curricular activities. Then the Mid-term meeting is held, formal feedback is taken to keep a check on the attainment of the objectives. Thus a good co-ordination and team work helps in the effective functioning of all the activities.

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

There is no special curricular arrangement for physically challenged students. They are included in the main stream.

5.2.3. Does the institution have mentoring arrangements? If yes, how is it organized?

Yes, the institution has mentoring arrangements.

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- Every staff member is assigned nearly 12 students as wards. The tutor looks after the wards' problems, inside the college, in the practicing schools and every member of the staff acts as a friend.
- The student teachers are provided with personal and academic guidance. Tutorial meetings are scheduled in the college time table. The teacher educator makes an effort to improve study skills and provide training in time and stress management.
- Each teacher educator updates the Principal and the rest of the teacher educators about any student requiring special help so that any significant problem or issues concerning the student teacher can be identified and tackled in a positive manner.
- The individual technique begins when the system of tutorial branches out to mentoring. Student teachers with academic impediment are identified and on a one to one basis their problems are handled.
- The student teacher who are academically better are selected to be mentors for helping the students at risk academically to cope with their studies under the guidance of a teacher educator. Training is provided in how to prepare notes, ways to recall, how to address any problem and the technique of writing answers. Severe cases are then monitored by the teacher educators on one to one basis. In this manner, the tutorials and mentoring are carried out.

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

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- The teacher educators keep themselves abreast with the latest developments in the field of education to enhance their effectiveness in teaching. The teacher educators are encouraged to take up institutional and action research, publish their research findings and incorporate it in their teaching.
- Training and encouragement is given to teacher educators to provide the student teachers with Life guiding skills to enhance problem recognition and Problem-solving talent, to develop an empathetic attitude, to recognize the need for new approaches, to ensure success, to become positive role models, to provide new experiences of how to deal with students coming from diverse cultural, socio-economic, and professional backgrounds, to boost the levels of confidence and self-esteem.

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

Yes, the institution has its own website (www.santkabirttcollege.org). The website displays comprehensive information about the institution, admission procedures, course, exam schedules, subject specialization offered, list of faculty members, academic calendar, latest news, results, placements, contacts, major achievements, online feedback forms,   and mandatory disclosures. In the near future the plans are to keep the alumni and all those interested updated about the programmes, workshops, seminars that are conducted in college by the teacher educators and experts from outside.

The college updates information every 6 month.

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

We provide personal and psychological counselling, and arrange special classes for them.

Yes. The low achievers are identified by their performance at various tests such as the Content Test, Essays, etc.. Diagnostic testing is further conducted by asking students to prepare for a unit. A test is then conducted to identify students who are at any academic risk. The tutorial group teacher keeps a check on the performance of students under him/her.

The following measures are adopted to improve upon the performance of the academically low achievers:

- Extra classes are conducted to facilitate understanding among the students.
- Counselling sessions are organized for student teachers facing personal problems, with the help of a professional counsellor arranged by the college.

 Mentoring: Advanced learners in the class are identified and assigned as mentors for the low academic achievers.

 Study Circle: In the study circle the advanced learners study and help the low academic achievers by guiding and sharing notes and solving queries.

Adoption Scheme: The academically low achievers are identified from each tutorial group and adopted by the teacher educator. Timely guidance is given to put them at par with other student teachers

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5.2.7. What specific teaching strategies are adopted for teaching a) Advanced learners and (b) Slow Learners?

Internal Assessment Tests are being conducted by the college. After Internal Examination the answer scripts are evaluated. Those students who fail to secure 45% marks are treated to be slow learners, students securing greater than 45 % but less than 60% are treated as average students but students securing greater than 60% are considered to be advanced learners.

a) Advanced learners:

Advanced learners are encouraged by the teachers to study extra text and reference books available in the college library. Students having aptitude for higher studies are advised by the teachers to consult journals available in the library. Advanced learners take active part in seminars and discussion.

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b) Slow learners:

Slow learners attend remedial teaching. Additional notes are also provided. The college has provision for slow and disadvantaged learners. Extra classes are being engaged by the concerned teachers for improving the performance of slow learners. Extra Classes are being engaged for revision of the courses after completion....6

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

Yes the faculty members participate in academic and personal counselling.

- In the process of admission the faculty members participate in counselling and explain the students the prospect of different subjects and the scope of employability. All the members of admission committee and placement cell participate in the counselling process.
- The teacher educator provides guidance to the group of students assigned to him/her. The tutorial group teacher in charge is responsible for the overall performance of the student. The tutorial group teacher guides students in their academic as well as personal problems.

In the group problems faced by the student teachers are discussed and help is provided in finding solutions for the same.

- Mentoring entails guidance and counselling. Guidance is given on a one to one basis. Special counselling is given both at a professional and personal level.
- Apart from above, cases which require specialized counselling are referred to the professional counsellor provided by the college.

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

Yes, the College has a Grievance Redressal Cell. This cell adjudicates the grievances of students relating to admission, examination, etc. Grievance Redressal Cell functions at the college.

The student teachers can make their grievances known to the college through:

- The tutorial group
- The student council
- Directly approach the principal / Open door policy
- Suggestion box provided by the college

Grievances/suggestion/complaint boxes are placed at two places and the students are free to put their grievances in written format. This is kept secretly and immediate action is taken.

The Principal is the appellate authority of the college and all student-employee grievances received by the Principal are placed before the concerned College Committee which decides upon the issue based on facts. The minutes of the committee constitute authentic record for the grievance redressals.

Some grievances redressed in the last two years:

- Insufficiency in the number of library books was brought to the notice. Subsequently the number of books was increased.
- Student teachers were asked to practice in the computer laboratory of the college. However the timings of the computer laboratory could not match with the free time available to the student teachers. So, the college re-set the timings.

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

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

- The attendance records are maintained by concerned teachers in-charge and a report is given to the principal and the concerned tutorial group teacher if a student teacher is absent on regular basis.
- The performance of student teacher at practice teaching is monitored by the in-charge of Practice Teaching. Feedback at length is given to the student teachers on the spot.
- Guidance on how to improve upon answers is given on an individual basis. The subject teacher keeps the tutorial teacher educator informed about the group's performances requiring special attention.
- The Library staff keeps track of the hours of study completed by each student teacher in the library. The Principal has made library reading compulsory for the student teacher to foster good study habits.

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

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

(a) Pre-Practice preparedness:
- Students are exposed to Micro-teaching, for 10 days
- Orientation to practice teaching is given by the practice teaching teacher- in-charge. A workshop is conducted on Objectives and Specifications .This is followed by group work.
- Guidance on the selection of methods is given. Orientation to various Micro-Teaching skills is provided.
- Method wise demonstration lessons are given by teacher educators teaching different methods. Demonstrations to the various skills are given by teacher educators. Expert alumnus is also invited to present demonstration lessons.
- Micro teaching skills are practiced by student teacher in the peer group.

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- An integrated lesson is presented by the students in their peer groups and feedback is provided by the teacher educator observing the lesson.
- Additional bridge lessons are organized to give sufficient practice before the actual class room teaching begins.
- Guidance is given to student teacher individually by teacher educators before the student teacher begins lessons in the schools.

  The follow-up support in the practice teaching:
- Every lesson taught by the student is observed and feedback is provided in the lesson plan-book. After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency.
- Student teachers have to observe the lessons taught by their peer and record the observations. Peer lesson observation gives a broader understanding on how teaching can be improved through social learning.
- The following day during the guidance period the guiding teacher educator and the student teacher deliberates on the given feedback for further improvement.

5.3   Student Activities

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

(i)   List the current office bearers

(ii)   Give the year of the last election

(iii)   List Alumni Association activities of last two years.

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

(v)   Give details on the contribution of alumni to the growth and development of the college.

(i)Yes, the college has an Alumni Association.

(ii) Year of the last election - 2012

(iii) Activities of Alumni Association of last two years.

They shared their experience in their carrier, Gave ideas to improve the infrastructure in the institute, and Gave suggestions to cope up current trends in schools

(iv) Contribution of alumni to the growth and development of the institution.

Alumni Association tends to strengthen the stake holder relationship, participates in decision making process and fosters college development. The Alumni Association also facilitates the resource mobilization for developmental programmes.

Our Alumni association conducts various training programs; provide necessary technical assistance to our student teachers by sharing their experiences.

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

- The Principal and teacher educators encourage student teachers to participate in various extra-curricular activities.
- The student teachers in each tutorial group are assigned tasks for conducting activities. The responsibility of arranging for celebration of Special days such as Teacher's Day, Gandhi Jayanti, Independence Day, Republic Day, and functions such as Alumni Meet, various Competitions are given to the student teachers. A competitive spirit is developed among the tutorial groups and in the process the student teachers do their best. Apart from this, each student teacher has to conduct the Assembly. The student in-charge of conducting the prayer shares the day's news which is followed by a small talk or speech on any current issue. The programs conducted in the college act as an experience for the student teachers to organize different co-curricular activities in their practice teaching schools.
- The college organised Sports Competition, Black-Board Writing Competition, Rangoli Competition, Folk-dance Competition, Poster Competition, Campus Development Competition, Fashion Competition etc. Besides, inter-house competitions debate, bulletin board, slogan , plantation, cooking and hospitality, use of waste material, etc. were also conducted.
- The sports day is professionally organized involving the Physical Training Instructor of the college and teacher educators. The student teacher winning the maximum number of events gets the Sports championship Trophy.

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

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College encourages its students to practice creative writing and contribute to journals, etc. Book review is done and report preparation such as reports on educational tour are also prepared and submitted by the students to the concerned teacher in-charge.

The College encourages its students to contribute in the form of articles, poems for the college magazine. A number of student-teachers have given their articles for publication in the Magazine. They are also encouraged to write essays which at times form part of competition.

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

Yes, the college has a student council. It consists of 5office bearers. At the beginning of the academic year, election is conducted for the post of office-bearers such as Council President, Vice President, Secretary, Treasurer, etc.

Major activities

The council's election is held each year in the month of Sept or October. After oath taking ceremony, the elected candidates discharge their duties. The student union organizes Cultural competitions. The prizes and awards distributed in the Annual Day function inspire students to participate in college activities. Besides Seminars and workshops organized by the college involves the students and inspires them to participate in college activities.

Funding

Funds are provided by the college.

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

Student's Council

Conducting academic, sports and cultural activities smoothly, Addressing the grievances of students to tutorial group teacher, principal and higher management

Library Committee

Encourage students to use the library resources, Keeping student teachers informed about the total reading hours completed in library

Cultural & CCA Committee

- Organized cultural events in co-ordination with different tutorial groups
- Celebrate Gandhi Jayanti', 'Independence Day', 'Teacher's Day', 'Hindi Divas', etc
- Organized events/competitions which included Sports Competition, Black-Board Writing Competition, Rangoli Competition, Folk-dance Competition, Poster Competition, Campus Development Competition, Fashion Competition, inter-house competitions debate, bulletin board, slogan , plantation, cooking and hospitality, use of waste material etc.

Organize programs for 'Diwali Celebrations', 'Alumni Meet', 'Christmas Celebrations', etc Organizing everyday assembly in co-ordination with class

Extension Programme Committee
- Student Managers
- Trains student-teachers to conduct activities in each of the extension projects
- Conducts field visits
- Organizes college level and community level activities

Grievance Redressal Committee

Taking student-teachers grievances to teacher-educators in the redressal committee and the principal .Opening the suggestion box regularly and conveying the grievances to the grievance redressal committee. solving problems faced by student-teachers

Placement Committee

Organizing guest lectures on topics such as 'Personality Development', 'Communication Skills', 'Preparing for Interviews', 'Preparing Resume', etc Organizing campus interviews

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 the program and the growth and development of the institution?

At the end of every academic year the college gets students feedback and feedback from the Educationists about the academic program and the extension activities.

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The college has developed a data base of the feedback formally collected from its graduates and employers. The feedback form seeks information on the usefulness of the B.Ed. course with respect to various subjects in the curriculum, the practice teaching and other activities conducted throughout the B. Ed program.

The data collected is utilized to improve upon the programs or to bring about necessary modifications wherever possible. The data is also used as inputs to bring about a change in the curriculum of the B.Ed. course when the revision committee holds its meetings.

5.4 Best Practices in Student Support and Progression

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

- Student support services such as placement cell provides dynamic facilities to the students. The cell organizes training programmes to enhance the scope of employability on the part of students.

- Latest sports equipment are procured by the college. It allocates funds to inspire the students to foster their sports activities. Students have distinctions and awards in the field of sports achievements. Sports scholarship is offered by the college for encouraging students to stimulate sports activities.

- College council election is conducted with transparency. Cultural competitions, dramatic society function and college council functions are conducted in a planned.

- The students belonging to differently-abled category are supported through various support services. Ramps are provided.

- Provision is there for special one-to-one service to the differently-abled students in the Library to locate the books and zerox them and to read them.

- This college is one among the bests in the district. Actual drop out rate approximates zero.

- There is a placement cell.

- Thrust on progression to higher education, counseling, placement, tutoring, and mentorship.

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- Scope for sports and cultural activities.

- Welfare activities - academic and financial.

- Orientation Programme for Fresher to introduce them to new environment.
- Alumni are invited for lectures and interaction with the students.

- Ensuring good students support – academic, infrastructure, finance and co-curricular activities.

- Financial support is provided to the students through scholarship, stipend, and Free studentship.

- Alumni Association has been formed. Meetings of Alumni Association are organized by the College to strengthen stakeholder relationship. Alumni Association helps in resolving disputes, if any, and facilitates undertaking vital decisions of the college.

- Students have earned laurels for the college in the field of cultural competitions.

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6.1. Institutional Vision and Leadership

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

Sant Kabir T.T. College was established with a purpose. So, it has a mission statement and goals which are in tune with the objectives of higher education. Effectiveness of leadership plays a vital role in building the organizational culture by setting values and demonstrating effectiveness through participative decision making process to achieve the vision, mission and goals of the college.

Objectives of the College

a. To produce sincere and dedicated teachers to teach at higher secondary level.
b. To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.
c. To prepare the students for implementing innovative techniques and ideas with proper training at secondary and higher secondary.
d. To motivate the students for solving problems related to education with the help of research.

Vision of the college

➢ To be a centre of excellence in imparting teacher education and raise the socioeconomic standard of the nation
▪ Mould students of the college into well-meaning citizens of the nation through a socially committed, intellectually inclined, culture driven and future oriented paradigm of learning.
▪ Empower the students to aspire for significantly contributing to the nation's development through socialist and secular strategies of instruction.

Mission

- ➤ To bestow eminent teacher education, to ignite students with an urge for research and developmental attitude with the aim to inculcate the habit of independent and innovative teaching to make the students an asset to our nation and be a part of its heritage,
- To uphold and promote the ethical values and principles of morality
- The college shall always strive to stride forward and keep pace with the changing needs and spirit of the times. It shall not lounge on its glorious past alone.
- The College shall continue to foster talent and build on its rich repository of fame and prestige.
- The college shall continue to uphold its commitment to the nation in general and to the society in particular and perpetually strive to carry this out through a series of carefully crafted, tested and systematically executed steps of actions.
- The College shall spare no effort to continue to spread and further its academic potential by providing conducive academic ambience for all classes of students and teachers.
- The college shall signify learning from the past, assimilating the present and planning for the future.

Values:

The students and parents are apprised of the mission, vision and objectives in the orientation through meetings and notifications. The staffs are constantly reminded of the mission and vision by displaying in the college premises. The college is committed to provide quality education and training to all our students equipping them to excel as teachers and teacher educators to cater to the changing and challenging needs of society, ensuring continual improvement of its standards and performance by learning thoroughly.

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 mission includes the college's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education college's traditions and value orientations.

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The College functions in accordance with Government policies on Education which in fact is tailor made to suit the Educational requirements of the nation. The administrative bodies of the college as well as the NCTE, the affiliating University and the state Government having supervisory role, have established a system of checks and balances to ensure that the vision and mission are achieved. Translating its vision statement into its activities. The Curricular and Co curricular activities of the college which are directed towards the total development of the student personality are properly carried out and monitored by the teaching community and the bodies such as the NCC, NSS, Women Development Cell and different committees.

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.)

Sant Kabir T.T. College is managed by a hierarchy of officials and teachers from the management level to that of the college. The Principal is the administrative head responsible for the management of the college within the campus. With the support of the college administration and the College Committees, the Principal ensures the involvement of all stakeholders in the effective and efficient transaction of the teaching-learning processes.

Management Board

For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has been designed so as to coordinate at each level of management. There exists an efficient decentralized system of administration in that various committees perform academic and administrative responsibilities.

➢ The management takes care of the overall governance of the college.

▪ The management has a Governing Body, which, technically speaking is vested with all the powers. The Governing Body takes all the policy decisions and issues required objective-need based directives for enforcing. It has all the power required to frame rules for functioning of the colleges.

- The Governing Body comprises a) President, b) Vice President, c) General Secretary d) Secretary, e) Treasurer and d) six to sixteen Executive Members. The President is required to take appropriate steps to carry out all decisions of the Governing Body

- The Governing Body exercises its powers through various committees and sub-committees which it constitutes. The Governing Body also formulates the code of conduct and for the functioning of the college. The auditing of account is done by Chartered Accountant approve by the Governing Body which approves the budget for the college run by it.

➢ **The President**

- President is the representative of the Governing Body and is vested with all the managerial powers concerning the college.

- The President runs the college through the Principal that is the head of the college. He acts as a connecting bridge between the college and the Governing Body

- He ensures that academic calendar is designed before the beginning of the session so that every curricular activity is organized sequentially without any shortage of time or overburdening the students.

- He coordinates between top management and Head of the college on regular basis.

➢ **The Principal**

- Plays the key leadership role. He provides required direction for college development

- Interacts with students and the faculty so as to locate the areas needing intervention, and guides the teachers as to how to proceed.

- Ensures attendance and discipline in the College.

- Ensures coverage of course content and other activities of the course by being involved.

- Pays routine as also surprise visits to library, staff room and classes. It helps him keeping a close track of every situation and development.

- Does reporting of daily activities to the representative of governing body.

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➢ **Composition and Functioning of various Committees**

1. Alumni Cell

    The Alumni Cell is composed of President, convenor and two members from the faculty. The function of the committee is to establish contacts with and maintain the records of alumni.

    Alumni Cell meets once in a year generally in the last month of the academic year for providing feedback from alumni and to creating fund for scholarship and for awarding meritorious students.

2. Examination Committee

    It is composed of a convenor and two faculty members. The function of this committee is to take decision on activities related to examinations.

    The committee meets thrice in a year.

    (i) First meeting is held in the beginning of the Academic Session for distribution of duties & responsibilities among the faculty members.

    (ii) The second meeting takes place before commencement of examinations.

    (iii) The third meeting is held as per need.

3. Extension Activities & CCA Committee

    The Committee is composed of convenor and two members each from the faculty and student community. The function of this committee is to plan, co-ordinate and organize extension and co curricular activities.

    Extension Activities & CCA Committee meets thrice in a year.
    (i) First meeting is held in the beginning of the Academic Session, to select the convenor and members for committee.
    (ii) The second meeting takes place to decide about overall co-curricular activities to be held throughout the year.
    (iii) The third meeting is held to finalise matters concerning annual day.

4. Grievance Redressal Cell

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The Grievance Redressal Cell is composed of convenor and two members each from the faculty and student community. The function of the committee is to settle the grievances of the students.

The committee meets twice in a year and as and when required.

5. Infrastructure and Maintenance Committee

The Committee is composed of convenor and two members from the faculty. The function of the committee is to take decisions related to the development of the campus and ensure timely availability and proper maintenance of entire infrastructure of the college.

It meets not less than twice in a year.

6. Internal Quality Assurance Cell)

IQAC is a Six-member forum that was established in 2012 to sensitize on quality aspect and respond to the changing educational, social and market demands. It consists of Head of the College, three Faculty Members, two Professors in Education as Expert members from outside, one school Principal, Senior administrative official and a Senior faculty member (Coordinator). Its functions and other details are listed under Criterion 7.1

7. Library Committee

The Committee is composed of convenor (librarian), two members from the faculty and two student members. The function of this committee is to take care of the needs and functioning of the library.

It meets not less than twice in an academic year.

8. Placement Committee

The placement Committee is composed of convenor and two members from the faculty. The function of this committee is to provide the placement services through counselling and maintaining record.

9. Purchase Committee

The Purchase Committee is composed of convenor and two members from the faculty. The function of this committee is to decide the mode and manner of making

purchases at competitive prices without compromising on quality, and ensuring that the supplied items meet the required specifications as required and ordered.

The committee meets on as and when required basis.

10. Research & Faculty Development Committee

The Cell was established by the management to promote research and empower the faculty by extending required facilities for attending seminars, etc., organizing lectures for empowerment and promoting research. It is composed of convenor, two members from the faculty and two experts. The functions of the Cell also include encouraging the faculty and students for research work in different dimension of education. It consists of the following. The cell meets twice a year.

11. Programme Advisory-Seminars & workshops committee

The Committee is composed of Principal, two faculty members, two experts from outside, one principal of the neighbourhood school, one student and two representatives of the Alumni. Principal of the college heads the Cell.

It meets thrice in a year. (i) First meeting is held prior to the commencement of the Academic Session to formulate the academic calendar. (ii) The second meeting known as mid-term appraisal meeting takes place in the middle of the academic session. (iii) The third meeting is held at the end of the session to take stock of all the developments.

12. Sexual Harassment & Anti-Ragging Committee

It consists of Principal, two faculty members, preferably females and two student members (females)

In the history of the collage no incident of anti ragging or sexual harassment has ever surfaced. Vigil is tight and constant.

The committee meets twice in a year. (i) First meeting is held prior to the commencement of the Academic Session to review rules and operational procedure regarding safety of the students. (ii). The second meeting is held at the end of the session to review the cases (if any) regarding the problems of the students. In between its patrolling unit does the work.

13. Students Council

Student Council consists of two elected student representatives and a faculty member who acts as adviser –convenor. The council meets at least twice a year.

14. Student Guidance and counselling Committee

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The Student Guidance and Counselling Committee is headed by a senior faculty member and has three more teachers as its members. It organizes various guidance services like orientation programme for the fresher at the start of every new academic session. It organizes pre-practice teaching guidance and counselling services to the student teachers on practice–teaching.

15. Student Welfare Committee

The Students Welfare Committee is composed of convenor and two members from the faculty and two student members. The function of this committee is to work for the welfare of the students. It consists of the following-

Student welfare committee meets thrice in a year. (i) First meeting is held soon after the commencement of the Academic Session.(ii) The second meeting takes place two months after the first meeting for identifying the needy students for providing relevant help and for organizing blood camp to develop community sense among students. (iii) The third meeting is held in the month of February

16. Teacher Welfare Committee

The teacher welfare Committee is composed of convenor and two members from the faculty. The function of this committee is to take decision related to the welfare of the faculty members.

17. Women Development Cell

The cell consists of principal and three female faculty members. Its function is take care of any and all matters relating to the well being and empowerment of women, staff and students inclusive. It works for sensitising society on the issues relating to sexual discrimination.

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 college has arranged regular meetings, which are conducted by the principal to plan various academic activities of the college for the purpose of smooth functioning of the college.

The administrative functions of the college are carried out by the Head of the College through a series of committees at the College level. Powers are delegated to these different bodies for the smooth functioning of the academic activities with the Principal

having a supervisory role. The College Staff Council assists the Head of the college in the academic activities. Responsibilities are well defined and communicated to the staff through office communications and the meetings of the various committees. Efforts are on to utilize the Computerised LAN of the college for communicating with the staff.

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 discusses the student feed-back and overall academic performance through Staff meetings which are recorded properly. The Council, various committees and Alumni meetings similarly discuss feed-back and academic progress which again are recorded and available for review as and when the management need it.

The feedback-input is compiled, analyzed and a report is prepared for the perusal of the management. The principal meets the management at the start of academic session and seeks policy directives in the light of the report based on feedback and his own perception. The management issues necessary directives and makes the required resource available for meeting the changed or changing needs.

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

The management monitors the complaints/suggestions received from the Staff/Faculties/Students, reviews them and takes immediate steps to eradicate the barriers obstructing achieving the vision/mission and goals.

The management along with all functionaries and the faculty members try to perceive problems in advance and provide preventive or reformative solutions

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?

Our college is being run in democratic way. Principal shares his ideas/suggestions with staff members. If any change/modification is needed, it is done after discussion in the council/committee meetings.

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Meeting of the College Staff Council, committees, and the Student Council which are presided by the Principal are the platforms through which all stake holders are encouraged to perform in an effective manner for academic growth.

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 provides leadership as head of the college, conducts regular staff council meetings to monitor the performance of the faculty and utilization of resources.

The Principal is the administrative and academic head of the college who liaises with the Government and the relevant administrative bodies of education in the State on the one hand and with the staff and students of the college on the other. He establishes good rapport with the stakeholder groups and discharges his duties in an effective manner.

As head of the college the principal renders the following leadership functions

a. Presides over the meeting of staff council and General body of the college.

b. Presides over the meeting of staff council, Examination Committee, Examination Committee, purchase committee, Admission Committee, Infrastructure and Maintenance Committee, etc.

c. Chairs Internal Quality Assurance Cell of the College & conducts internal audit and academic audit of the college.

d. Presides over all seminars & workshop organized in the college.

e. Presides over college, Welcome & valedictory function. As head of the college he presides over the meetings of Annual Day.

f. Principal is responsible for all financial transaction of the college and submission of audited utilization certificate of statement of expenditure.

g. Supervises the performances duties of both teaching & non-teaching staff of the college.

6.2 Organizational Arrangements

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions

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made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

The administrative system is to a great extent decentralized and works through various committees. The IQAC is a committee that has been set up in the college in accordance with the UGC's directives to promote quality initiatives in teaching, learning, administration and student support.

The College administration is carried out by the Principal with the help of various committees including the office, the College Staff Council. Principal delegates duties and responsibilities to these committees for carrying out the administrative activities.

The Council is an advisory body that helps the Principal in dispensing his academic and administrative functions. It is composed of the Principal, Librarian and nominated faculty members. The Council periodically meets to decide upon major academic and administrative matters concerning the college. Minutes of the Council meetings are circulated among the staff members for information.

The management and the college have constituted various committees for ensuring smooth functioning of the college and its activities. The composition and functioning of these have been given under 6.1.3.The meetings were held as per schedule as stated under 6.1.3. The major decisions made during the last two years are indicated below.

Academic Management

Decisions regarding academic management are taken by IQAC, PA C, Annual Calendar and Time Table Committee, Guidance and Counselling Committee and Admission Committee. These committees meet at regular intervals. Thus,

The IQAC took stock of the quality aspect and the ways quality is being created, sustained and enhanced. It directed to identify the areas/aspects/faculty members for suggesting ways and means for ensuring how the objectives might be achieved. At the year end, it reviewed the implementation of its decisions and sought clarifications on deficient part. Then, it suggested how best the quality aspect may be given prime significance in the over all working of the college.

The PA C discussed the status of syllabus, course contents, finalized academic calendar, time table and issued guidelines for further improvement to be ensured in the

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functioning of the college. It took decision on the selection of the members of committees for the next session. Then, the committee took stock of the progress registered during the first half of the session; of the extent the objectives and goals were achieved. The last of the meetings was devoted to discussing the outcome of internal examination and different activities related to the academics and their drawbacks. It suggested improvements, asked to develop schedule for arranging workshop on pedagogy and methodology and effect assessment and evaluation. It decided about syllabus coverage, use of audio visual aids; maintaining students attendance record, Internal assessment, Organization of year-end Celebrations, Laboratory work and use of Educational Technology

The Admission Committee decided to remain active to ensure the implementation of admission policy of the University in letter and spirit, at the level of college. The Guidance and Counselling Committee distributed responsibilities and decided to ensure full help to the needy students.

The Annual Calendar and Time Table Committee developed time table, and worked out details for to be followed in accordance with Annual Calendar in letter and spirit..

Finance

The financial aspects remain a multi-committee affair. The relevant committees requested for making standing provisions regarding the financial requirements, both present and future. It was decided that resources have to be provided to meet each and every genuine requirements of the students, teachers, infrastructural and for empowerment of the faculty. It was in particular decided to finance all the augmentation programmes and the activities for updating the college in every sense of the term. In this, specific amount was sanctioned for purchasing more books for library and creating a respectable book bank. Likewise the decision to get budgetary allocations for updating IT facilities was taken.

It was appreciated that the college is capable of meeting its quality-quantity based requirements out of its own resources and that it is to managed required funds for introducing new programmes. Besides, it was suggested that the college should continuously mark a portion of its net income for (i) augmentation, (ii) future expansion, and (iii) particularly for starting-running additional unit as early as possible.

Infrastructure

Matters concerning infrastructural requirements were taken up by the Library Committee, Maintenance and Campus Development Committee and IQAC.

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The Library Committee met quarterly. Existing library resources were reviewed and decision was taken to procure new books and develop book bank well. It directed the librarian to ensure the library as a zero-grievance area and wholesome service place for all its legitimate users.

Proper maintenance of the infrastructure was another concern that was given due thought and systemised. The Maintenance and Campus Development Committee asked its members to take round of the campus every week and ascertain needs and report back for taking actions. Recommendation for provision of required resources was likewise made.

Decision was taken by IQAC to update the infrastructure and ensure achievement of quality-based targets.

Faculty and Research

Faculty Development Programme & Research Cell is the main committee that takes care of the matters concerning faculty members.

The committee showed its concern about some faculty members not staying for long. It wanted to understand the cause behind the faculty members leaving the college. It decided to encourage faculty all the more to undertake research work and empower itself through different academic channels and forums. It was also decided that empowerment programmes and activities along with career advancement policies need to be re-examined. The committee identified the areas/aspects/faculty members that required focussed attention for improvement. It suggested that more workshops be organised and expert talks be arranged on the identified areas. It decided to involve the faculty more actively in the empowerment activities.

The Cell took note of research based requirements. Decision was taken to promote research and provide financial resources. It requested to mark specific amount for research, workshops, seminars and orientation programmes, action research in particular.

Extension and Linkages

The relevant committees felt strong need to undertake more extension programmes, and establish new linkages and keep the old ones vibrant and expressed opinion to gear the Cultural Committee, Sports Committee, Alumni Cell and Placement Cell for the purpose. In this, the need for involving and activating students of the college

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was felt with unanimity. Decisions were also taken to widen the academic network, utilise the existing resources and establish more contact with the community.

Examinations

The Exam Committee expressed satisfaction over the transparent and well managed process of conducting examinations. The committee expressed its commitment to keep up the spirit and encourage those who were responsible for the successful conduct of examinations and internal evaluation. Proper records of internal evaluation needed to be analysed on five year bases in addition to the existing practice of analysing them on annual basis.

The committees have been listed under 6.1.3.

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

The organizational structure is shown below:

The college follows the pyramidal or the bottom to top approach for all its dealings with the student teachers and the management of the college. Various activities of the college are decentralized through the tutorial groups.

The Trust

The Trust (Regd.) is the highest administrative body. It comprises all members of the Trust.

Governing Body

The Executive *is* the highest decision making executive body that carries on the agenda of the Trust.

Committees

General Council and Executive exercise their powers through various committees and sub-committees and major functionaries. (Committees exercising various academic and administrative powers have been reported above under 6.1.3):

Major Functionaries:

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Major functionaries that provide leadership and are among the decision makers are listed below.

a. President/Manager

b. Principal

Powers and functions of these functionaries have already been mentioned at relevant places. The principal takes advice and help of the management according to the severity of the issue.

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

The administration is decentralized as per the Organization Structure.

The administrative functions of the college are mostly carried out in a participatory manner through committees. Many administrative decisions of the college are taken in the meetings of the College Council and the College Development Committee. Teaching unit is given sufficient autonomy in taking decisions about the conduct of academic programmes. Teaching, evaluation and feed back systems are developed by the individual units according to local situations.
Structure and its Functioning:

Under the umbrella of the management the College is managed by Principal with the constant support and encouragement from the top management. The Principal executes in democratic style and believes that none of us is as smart as all of us together. Though decentralization freedom is given to the principal and all the teacher educators to take decisions to smoothly conduct various activities of the college, the college looks forward for constant support from the top management.

The Management is empowered to monitor the activities of the College such as admission, appointment of teaching and non-teaching staff, Construction of the buildings, providing infrastructure and their maintenance, Starting of new courses, administrative matters, and financial aspects and so on.

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

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Any college has to maintain good relationships with the community it intends to serve. The college has to work in co-ordination and co-operation with several other colleges. Some of them are as follows:

The college's goal is to prepare efficient teachers for the society. It seeks help from the schools to provide a ground for the student teachers to practice and develop their teaching skills. Permissions are obtained from the practice teaching schools before the start of the academic year.

To recognize the help and co-operation extended by the schools that support practice teaching program, the college often conducts training programs for the teachers working in the practice teaching schools.

The college is constantly in touch with the affiliating University. Admissions are done according to the rules specified by the university. The college conducts the university examinations by functioning as a centre for the B.Ed. examination. Teacher educators are deputed for setting question papers, as examiners and moderators, besides the college also sends the teacher educators for the refresher courses conducted by the University.

The college collaborates with the Department of Education of the affiliating University. The teacher educators update their qualifications pursuing different courses such as M. Phil and Ph. D. offered by the department of education. Teacher-educators attend research paper presentation, workshops and seminars conducted by the department of education.

The college co-operates with the other B.Ed. colleges by deputing teacher educators to attend seminars conducted by them. It also invites teacher educators from other college in the programs conducted by our college.

The college offers its services to different social service organizations. It provides material support as well as remedial teaching to the needy in the community. Different organizations are invited to deliver special lectures for the Extension Work on topics like HIV-AIDS awareness, Anti Dowry Movement etc.

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

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

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

Members of the Faculty co operate in the areas of student development, sharing of expertise acquired through training and programmes and in student support. Teaching units encourage interdisciplinary classes during tutorial sessions utilizing faculty from other units. Similarly, IQAC is empowered to take initiative in organizing programmes that enable faculty members share their experiences gained through training.

The success of any college depends on how well activities are done in co-operation and co-ordination with each other. Our college is known for its quality education provided in the circle of the B.Ed. college and this cannot be achieved unless all the teacher educators work in co-ordination with each other. The following are the ways adopted by the head of the college to ensure unison of work:

Portfolios are shared by two or three teacher educators so that there are enough hands and ideas to work on.

If an activity has a host of responsibilities then all the teacher educators are involved and entrusted with a responsibility so that there is judicious delegation of work. During the teacher educators meetings the teacher educators are given freedom to express the problems faced in a particular portfolio and ideas to solve them are welcomed.

The staff enrichment programs are held to upgrade their knowledge and skill of the staff. These programs lead to healthy discussion and clarifications of ideas and thoughts.

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teacher educators are encouraged to present book reviews, sharing of knowledge got through attending seminars and workshops held else where and current trends in education.

Teacher educators are encouraged to attend various workshops, seminars, refresher courses, orientation programs needed for their professional development. The college provides funds needed for these programs.

The principal encourages the teacher educators to present their lectures using innovative techniques such as co-operative learning, self-study, Concept Attainment Model, Inquiry Training Model, games, etc.

Experts from other colleges are also invited to conduct workshops and seminars in the college.
Overall an attitude of co-operation and co-ordination is maintained among the staff of the college through the constant support, control and intervention of the principal.

6.3 Strategy Development and Deployment

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

The administration is undergoing reforms towards achieving office automation. All organs of the college such as the academic system, administration and the student support system are now part of a Local Area Network (LAN). It is expected that the college would channelize all its data and information handling systems, which at present is done through manual methods, through a Management Information System.

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

The college provides resources, both human and financial for accomplishment and sustaining the changes resulting from the actions plans
The college assesses the need and allocates human resources on the basis of relevant rules, experience, retirements, resignation and increase in workload.

- Allocations are made on the basis of past experience, present and emerging needs, proposals and suggestions received from different functionaries and committees (the teacher-in-charge in particular).
- The management is considerate enough to honour such recommendations, proposals etc. for making extra resources available as and when needed and requested.

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

The most important asset of any college is its effective management of human and financial resources. It requires strong leadership, selecting the right team members, ensuring ongoing performance, and developing people for the future. Our college management provides strong support for human resource and finance.

- The mission of empowering student teachers with professional skills is achieved by conducting various activities such as practice teaching, content delivery through teaching, Extension work, co-curricular activities, seminars, workshops, Examinations, etc. The principal along with the portfolio-in-charge for various activities decide upon the human, material and financial requirements for conducting the activities in the portfolio. The management then releases funds magnanimously for the various requirements of the college. It also sponsors the educational visits by arranging transport, refreshments etc.
- Opportunities for value-based transactions are provided by training student-teachers to deliver value based lessons incorporating core-elements in the practice teaching, serving the community through community and extension work.

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

The procedure of academic plan is developed in staff council.

Details of the Academic calendar, outlines of which are furnished by the affiliating university, are prepared by the Principal in coordination with all the teacher educators during the staff meetings. It includes all curricular and co curricular activities in a very systematic manner so that tasks are conducted smoothly throughout the year.

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In consultation with the practice teaching school teachers and teacher educators, practice teaching, block teaching, internship programs. etc. at the school level are organised. The Management as well as the Principal gives full support for arranging the activities effectively.

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

All administrative decisions of the College Council are taken keeping in view of the Vision and Mission of the college. The objectives of the various academic activities to be taken up during any year are properly communicated through meetings and office circulars.

- The goals and objectives of the college are made known to its stakeholders through various forums, committees, notifications, purpose-specific meetings and gatherings, etc.
- The college translates its vision and mission through activities of committees, Annual magazine, Women's personality development and welfare, Sports, Career guidance, Placement cell, Elocution competition, Poster display, Competitive examination guidance, Use of advanced technology in teaching learning process, spread of Environmental awareness etc.
- The involvement and contribution of the individual employee is assured through motivation, inspiration and by following a policy of presenting challenges and providing incentives.
- Some of the responsibilities are assigned on personal basis to individual staff member. It may be mentioned again that almost every employee is involved in the process of planning because of which they get identified themselves with the task and the working itself.

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

Vision and mission statements are used to express and communicate the college's specific purpose and goals. The Principal closely monitors whether the activities are being held according to the vision & mission of the college in the following ways:

- Before the start of the academic year several meetings are held by the principal with the teacher educator to reinforce the mission and objectives of the college. The portfolio for the coming academic year is announced by the principal.

- The required personnel, material and finance are released by the management whenever required. Staff meetings are held every second and fourth Saturdays of the month to provide an overview in each portfolio and to put forward the needs of the portfolio.
- The problems faced in managing each portfolio are put forward by the portfolio-in-charge and also the teacher-educators who assist. Additional infrastructural, financial and human resources required are deployed by the management. Ideas are brainstormed in the staff meeting to solve the problems and thereby achieving the mission and objectives of the college. Tutorial group teachers constantly interact with the student teachers on a one to one basis, thereby giving substantial feedback about the entire program. Suggestion box and feedback mechanisms used also help to a great extent in continuous evaluation.The 3- tier evaluation system gives substantial feedback which is analysed and further action for improvement is taken.

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

The college has to know about the latest technology with the help of seminars, conferences and media.
- The classrooms are being equipped with innovative technology. OHPs are to be provided for each class.
- The student-teachers are trained to use the computer by providing them basic skills to use the computer through lectures and practical.

6.4 Human Resource Management

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

The needs of the faculty and staff are observed with the self appraisal report/personal appraisal report during the beginning of the academic year.

As the saying of Tagore goes "A lamp cannot light another lamp unless it continues to burn in its own flame", the teacher-educators whose mission is to train future teachers should continuously develop and enhance their own professional skills. The college identifies the need of each teacher-educator and works towards their career progression. It is done in the following ways:

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- The college sends teachers to attend seminars and workshops to equip them with latest knowledge and to keep up with the trends in education. Also, the institutes deputes them for orientation and refreshers courses
- The principal inspires teacher-educators to write and present papers on various topics at both local and national level. Besides, the college encourages the teacher-educators to pursue higher education. Three of our faculty members have acquired Doctorate degree in education. The principal encourages the teacher-educators who have cleared SET examination to clear the UGC NET examination too.
- Teacher-educators are encouraged to undertake short-term research projects and action research projects.
- The teacher-educators are equipped with the latest technology for use in daily classroom teaching. The teacher-educators who have proficiency in using the computer train the other staff to use the computer effectively.
- Teacher-educators different abilities are utilized by holding seminars and workshops so that
- Language barrier of the teacher educators is addressed by guiding them and providing them with necessary technology.

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?

The college has a self-appraisal method to evaluate the performance of the faculty in teaching, research and extension programmes.

- The college uses self appraisal method and comprehensive assessment by students to assess the performance of the faculty and staff. The feed-back is communicated to the respective faculty members and staff for better performance. Staff meetings address broad issues in teaching-learning pointed out by the students and suggest appropriate corrective measures to address them
- PAC analyzes the student feedback report filled up by the students. The faculties fill up PAR forms and submit to the Principal for reporting. These filled up FBR reflect appraisal of teachers by the students. PAC on the basis of academic audit assess the performance of the teachers, precautions are taken about the teachers having below the

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average performances and opportunities are given to improve their performances. On the basis of FBR the college Principal writes/ fills up performance Appraisal Report of the teachers. Promotion of the teaching staff is also made on the basis of PAR.

▪ Through the Personal Appraisal Reports and the Evaluation Reports, the College appraises the performance of the teaching staff. The teaching/non-teaching staff is encouraged to pursue higher studies or attend advanced administrative/academic training programs if the reports of the Supervising Officers so desires.

▪ The performance of the non-teaching staff is appraised by the head. The non-teaching staff is encouraged to pursue higher studies or attend advanced administrative training programs.

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 strategies adopted by the College for faculty welfare include monetary benefits for those with higher qualifications such as M. Phil and Ph. D and benefits in promotion schemes for those possessing Ph. D degree. At the institutional level, the College Council motivates faculty members through appreciations for merit and talent and by providing opportunities for self expression. The Teacher Welfare Committee of the College is committed to faculty welfare and it offers a platform for members having talents in the field of education. The college has provisions for

Personal loan scheme,
Medical insurance,
Educational tour,
Training programs

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

Yes, the college has conducted staff development program for skill up-gradation and training of the teaching and non-teaching staff. During the last five years the faculty members attended Refresher Courses and Orientation Courses. About a-fifth of the faculty members have served as resource persons in Workshops / Seminars / Conferences during the last five Years. Almost a-third of teaching staff have participated in Workshops / Seminars / Conferences and presented papers during the last five years.

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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 college follows norm based recruitment policy and offers state provided salary structure.

Despite the college being privately owned is subject to the recruitment policies and procedures of the affiliating university in accordance with the U.G.C norms and conditions and the rules laid by the State Government and the affiliating University from time to time. Faculty members are selected through a competitive interview conducted by the college. To fill short term gaps in faculty positions that arise due to long leave and other causes, the college recruits guest faculty from qualified graduates with requisite skills in accordance with Government rules and procedures. The candidate is recruited by the college by interviewing qualified candidates in accordance with Government norms on recruitment of staff.

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

The part-time/Ad hoc faculty are appointed on need basis to meet emergency, on hourly basis with pre-determined workloads.

When a need arises for guest faculty, the college advertises the same in the news papers (local and national). Walk in interviews are held on a designated date and candidates are selected on the basis of merit. While the regular faculty receives pay according to the pay fixed by the Government, the guest faculty is paid a consolidated sum taking into account the number of teaching hours engaged by each.

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

The college promotes professional development of the faculty to a great extent. The fund is allocated and it is appropriately utilized for professional development by enabling the Teachers to organize seminars, conferences and workshops. Faculty members of the college actively take part in seminars and conferences both in the state and beyond. The college encourages faculty members to get trained through training programmes and workshops in their respective areas. Most of the teaching staff have membership in professional bodies, both national and international.

In the budget of the college a major part of the expenses of the college are spent on the faculty development. The amount spent by the institute on faculty enrichment in the previous five years can be seen in the following table :

Year	*Amount spent on Faculty Enrichment*
2012-13	Rs. 22364
2013-14	Rs. 31080
2014-15	Rs. 19900

- Teacher-educators are sponsored to attend seminars, conferences and workshops held at various colleges of education and the University. To have an overview of the number of training programs teacher-educators have attended, Sr teacher educators were deputed by the management to attend seminars and workshops.

A Research Committee has been set up in the college which encourages teacher educators to get involved in all aspects of research work.

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)

Faculty members are given adequate facilities for their academic work. There are common rooms and rooms for groups. All staff members including non teaching staff are

given required office furniture including table, chair and shelf. Provisions are made in staff rooms for internet connectivity through the LAN facility. Rest room is provided with purified drinking water, smooth and peaceful environment is maintained.

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

Stakeholder can seek information from the office of the principal by giving a written request. The faculty members concerned are free to contact their superiors for lodging complaints and/or for seeking information.

Stakeholders can make verbal or written complaint to the Principal and, if so deemed, to the higher functionaries. Complaints can be dropped in the Suggestion/Complaint Box.

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 workload policies and practices are as per UGC norms. These include
Teaching hours
Supervision hours
Tutorial hours
Co-curricular activities
Extracurricular activities
Extension activities

The Principal ensures that work load is evenly distributed and every teacher-educator is exposed and given experience in handling diverse jobs. Some of the policies and practices are as follows:

- The principal at the start of the academic year plans the portfolios to be given to the teacher educators. The decision is made judiciously taking into consideration the previous portfolios handled by the teacher-educator.
- Portfolios are carried on by teacher-educators for two to three years and then are exchanged and given to other staff as per the decision made by the principal. In this every

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teacher educator gets hands on experience in handling different portfolios and develops competency in handling any portfolio.

- During functions and other activities all the teachers are involved and work is delegated so that everybody's involvement is ensured. Care is taken that no teacher-educator is overburdened with work and that work is distributed evenly.
- Language teachers are entrusted with the responsibility of bringing up the college magazine.
- All the teacher educators are involved in visiting the practice schools for supervising practice teaching lessons of the student-teachers.
- Opportunity is given to every teacher educator to attend two or even more seminars, workshops and present papers at local and national level seminars.
- The Principal monitors the work done by each teacher-educator in their portfolios. Also staff meetings are held to welcome suggestions from other teacher-educators. Also problems can be expressed and ideas are brain stormed to solve the problems.

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

Yes the college has mechanisms to reward and motivate its teacher educators. The institute motivates the staff in the following ways:

- The principal at the institutional level appreciates good work done by the teacher educators
  in the staff meetings.
- Monetary incentives in the form of increments are provided to each staff which motivates the staff to put in their best for the organization.
- Teacher educators who have successfully achieved Ph. D degrees are awarded with a certificate and cash reward by the Trust on the occasion of Teachers Day Celebration.
- Teacher educators are encouraged to participate in Personality Development Contest, sing songs and present dance items during various functions such as Teacher's Day function at organizational level. Here the members of the teaching as well as the non teaching staff are given a platform to exhibit their talents and skills.

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6.5 Financial Management and Resource Mobilization

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

No, we do not get financial support from the government.

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

The college did not get any resources through donations for the last three years.

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 college is adequate to cover the day-to-day expenses.

6.5.4. What are the budgetary resources to fulfil 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 budget committee allots budget to the faculties to attend trainings/conferences/seminars.

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 are audited regularly. The details of income expenditure statement are attached in as enclosures.
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The audits are done every year. A random thorough checking is done by the internal auditor and the external auditor checks every year.

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

Yes, we have provided computerized system for finance management and all accounts are maintained with the procedure of tally.

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?

The following best practices in governance and leadership are significant

- Supervisory input in providing and maintaining standard and quality of education,
- Provision of remedial classes for poor/needy students,
- Basic computer training is made compulsory to all students,
- Stakeholders are aware of the tradition of the college and they try to pursue the same.
- The seminar and auditorium halls have been provided with high specialized OHP and LCD for conducting seminars.
- An Internal Quality Assurance cell has been established.
- Attainment of administrative and academic excellence under dynamic leadership constitutes the major thrust area in terms of institutional vision and leadership. Participation of both teaching and non-teaching staff in development programmes along with transparency norm has been prioritized. Reshuffling of the portfolios demonstrate dynamic governance and leadership.
- Organizational arrangements relate to coordination between academic administrative planning and implementation. The committees assist the Principal in the process of implementation of development programmes, Strategies of development relate to broad objectives of the College

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CRITERION- VII

INNOVATIVE PRACTICES

7. 1 Internal Quality Assurance System

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

Yes, the college established Internal Quality Assurance Cell (IQAC), in 2012. Composition

Sl.No	Name	Designation
1	Dr. Kusum Lata	Chairperson
2	Mr. Tejpal Pareek	Member
3	Ms. Dimpal Ranwa	Member
4	Mr. Ashok Kumar	Member

Internal Quality Assurance Cell of the college conducts academic audit to verify the quality of education. The students fill up Feed Back Report (FBR) to assess the performance of faculty members' class room teaching. On the basis of FBR, the IQAC provides caution to the concerned teachers having below the average performance to improve the performance. Besides, it reviews and judges the following

1. All major activities.
2. Best Practices initiated & Innovative Teaching Techniques
3. Faculty Enrichment-- Research activities and workshops
4. ICT in Education & Technological Advancements
5. Formal feedback systems
6. Extension Activities
7. Results

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

In addition to university examination results, feedback is obtained from the following members to evaluate the fulfilment of goals and objectives. A multistage evaluation mechanism has been devised to get feedback about all the activities and the performance of the student teachers. The details of the same are as given below:

A three tier evaluation program is used for getting a comprehensive feedback

- Entry point evaluation
- Mid Term review &
- Exit point evaluation: Essays
  The outcomes of the evaluation are discussed initially at the staff meeting and consensual solutions are worked.
- The attainment of the objectives in the area of co curricular activities is also checked through formal and informal mechanisms like: Seminars, debates, discussions, brainstorming, collaborative and cooperative learning methods, practice teaching lessons, and project work (viva-voce).
  The objectives to be attained through the extra curricular activities are evaluated through extension activities, community services, assembly and cultural programs are also tested. The technique adopted is observation and the criteria used include Student participation, involvement, interest, social skills, motivation etc,
- The teacher educators being the backbone of the teacher education program quality of their transactions decides the quality of student teachers, hence to maintain quality in their performance following evaluation mechanisms are being used:
a. Self appraisal by teacher educators.
b. Student appraisal of teacher educators.
c. Monitoring and appraisal of teacher educators by the principal.
d. Appraisal by the management.
e. Peer appraisal in the pipeline.

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

The college ensures quality of its administration by adhering to transparency accountability, decentralized process, participatory approach with involvement of both teaching & non-teaching staff and reckoning the recommendations of various committees while undertaking policy decisions. The PAC ensures the quality of academic programmes of the college. Teaching standards are verified by PAC

The college judges the quality of its academic programs with the help of continuous assessments, class tests, model exams, counselling sessions, feedbacks received from Students/Parents/Faculties.

The college has the provision of academic audit of teachers. Every year it is done by the college authority prior to the summer vacation. The Principal is empowered to have classroom inspection of the teachers. Besides lesson plan and progress registers are also verified by the principal to ensure that the concerned teachers have engaged classes in consonance with lesson plan and completed courses within the stipulated time frame and whether the courses are revised for the benefit of slow learners.

Based on the recommendation of the academic audit, the teachers found to be negligent in their duties are reprimanded by the Principal with the caution to make adverse entry in PAR which inspires the concerned teachers to improve their teaching standards and conducive to both advanced and slow learners.

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

There has been improvement in the functioning of non-teaching staff working in the administrative unit of the college.   Accountability has been entrusted on the concerned clerk to render his duty with accuracy. Computerization of library, Admission, Accounts, Examination & office establishment section has enabled the concerned clerk to acquire knowledge on computer operation and DTP work. The contribution made by the employees is evaluated by the Accounts, Auditor and principal.

- Fiscal monitoring is done through audits.
- Monthly reports related to activities conducted are to be submitted by the Principal to the management board.
- Expenditure report is to be submitted with respect to all expenditures incurred during an academic year.

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

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The good practices are discussed at various platforms like the Research Forum, Management Meetings with the Principals wherein brain storming and Deliberations happen. The creative lessons given by our student teachers are observed by the school secondary teacher of other colleges.

7.2 Inclusive Practices

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

- The paper on psychology gives an insight into the different learning disabilities and its implications.
- Workshops are held highlighting the importance of Inclusive Education.
- The emphasis is laid on the focus given to Inclusive Education in the national policies and the school curriculum.
- Participation in World Disabled Day and visit to special education schools are some other activities which help in sensitizing the student teachers
- Multicultural approach is adopted
- The techniques of 'learning to live together' remain in focus.
  Moreover, the student teachers are encouraged to learn about inclusion and gender issues through:
a. Extension activities
b. Dramatization
c. Paper reading
d. Seminars
e. Workshops
f. Debates

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?

A separate unit on individual differences, children with special needs and the gifted children are included in the core papers and optional papers. The student teachers are encouraged to learn about inclusion and gender issues through:
g. Extension activities and through various activities conducted like:
h. Dramatization

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i. Paper reading
j. Seminars
k. Workshops
l. Debates

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.

Various activities are incorporated to foster positive social interaction and self motivation. They are achieved through:

a. Assembly
b. Student's council
c. Educational visits
d. Co curricular activities like sports meet, annual day etc
e. Tutorials, Self Study Periods
f. Mentoring
g. Extension activities
h. Celebration of national and public festivals
i. Community services
j. Study circle

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

Student teachers are exposed to do practice teaching in the schools where the children are from the most diverse backgrounds and exceptionalities.

Student teachers receive practical training and solution for various problems during practice teaching through action research and case-study as well.
In addition, following activities also contribute

a. Visit to institutions working for the underprivileged
b. Community work
c. Extension activities
d. Teaching the underprivileged children.

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

There is no difference in teaching physically challenged students. Integrated education is given to the physically challenged and differently able students enrolled in the college.

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 College has women among the staff as well as among students. Our present Principal is women. There are 3 women faculty members among the staff including the Principal. At present app. 37% women faculty members are working in the college.

Women's issues are incorporated in the curricula. Priority has been assigned to women related issues to be reflected in the curricular transact as enrolment of girls students in the college has been persistently rising...6

Gender sensitive and empowerment workshops have been conducted for students for awareness.

Social awareness programs are arranged for the students.

The efforts to provide legal literacy to women correspond to Non-Formal Education. The College provides non-formal education which ensures legal literacy to women. Besides, through Camps campaigning is being made to improve women literacy.

In compliance with the directives of the Government based on the Supreme Court judgment, the College has set up a separate cell to prevent sexual harassment of women staff and students. One senior lady faculty member is the convener of this cell and it allows women staff and students to get their grievances redressed. The cell prevents sexual harassment. The cell is effective in tackling the harassment issues of the college and looks into the matter rationally. This cell takes disciplinary action against the offenders.

The college organised a gender related sensitizing discourse for the staff/ students. It held a seminar cum on the topic, "Status of women in India; Imperatives of Gender Sensitization". In that seminar cum workshop all the staff members of the college and students participated. Besides, it initiated gender related sensitizing talks for the students with thrust on mitigating gender discrimination existing between creamy layer and non-creamy layer students. The strategy of positive discrimination scheme is to defend SC, ST, OBC & Minority girls students from gender discrimination.

7. 3 Stakeholder Relationships

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

The college ensures access to the information on organizational performance (Academic and Administrative) to the stakeholders, through

- Internal Assessment Record of student,
- Overall performance record from admission onwards, accessible by stakeholders
- Information regarding academic achievements is placed on the notice board. The college results of the university final examinations are put on the notice board and every student is informed individually.
- The Management is duly informed of the results of the college.

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 college shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvements through:
- Staff meetings which are held every month
- Improving the quality of training programmes with respect to lectures, and other activities conducted.
- Making adequate provision for the professional enrichment of all teacher educators

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- Creating appropriate committees to monitor the adherence to proper standards in the program.
- Working in close collaboration with practice teaching schools
- Developing research and evolving better solutions
- Keeping an active touch with the alumni to understand changes in the school pattern.

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

We have a system to collect feedback from students on teaching. Teacher's performance, and feedback on college facilities, feedback from practice teaching schools etc.

We discuss and analyse the above feedbacks to improve the quality of academic programs and bring out the corrective action plan for implementation in the forthcoming academic   year.

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MAPPING OF THE INSTITUIONS

Sant Kabir T.T. College, Naraina Road, Dudu, Jaipur, Rajasthan.

Weeks – Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission																																	
Orientation	▓																																
Theory		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓									▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	
Practical work relevant to practice teaching		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓																					
Preparation for internship/practice teaching														▓	▓																		
Internship/practice teaching																▓	▓	▓	▓	▓	▓												
Seminars/tutorial/working with the community/project work																						▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	
Co-curricular activities, sessional tests, assignments etc.		--------------Spread over the whole Academic Session ---------																															
End of the course/examination																																	▓

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DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

Signature and Seal of the Head of the Institute   *Date:*

Principal   *Place:*

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