A. Profile of the Institution:

1. Name and address of the institution:

DEOBAND COLLEGE OF HIGHER EDUCATION

G.T. ROAD, DEOBAND, DISTT. SAHARANPUR

(UTTAR PRADESH) - 247554

2. Website URL - **www.dcheducation.co.in**

3. for communication: -*Moh. Naya bans near talheri chungi, Deoband,*
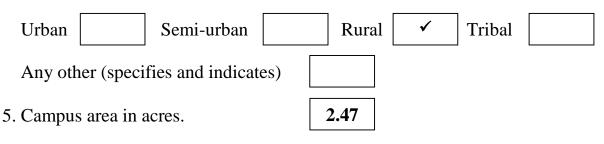
Distt- Saharanpur, U.P. - 247554

Office

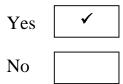| Name	Telephone Number with STD Code	Fax	E-mail address
Dr. Mohd. Abid (Principal)	09411298511	01336-224345	mohdabid.789@gmail.com
Mr. Ajay Kumar (Vice-Principal)	09759053294	01336-224345	dchedeoband449597@gmail.com
Mr. Ajay Kumar (Self-appraisal Co-ordination)	09759053294	01336-224345	dchedeoband763@gmail.com

Residence-

Name	Telephone Number with STD Code	Mobile No.
Dr. Mohd. Abid (Principal)	01336-224345	09411298511
Mr. Ajay Kumar (Vice-Principal)	09219429885	09759053294
Mr. Ajay Kumar (SAR Co-ordinator)	09219429885	09759053294

4. Location of Institution:

Urban ☐   Semi-urban ☐   Rural ✔   Tribal ☐

Any other (specifies and indicates) ☐

5. Campus area in acres.   **2.47**

6. Is it recognized minority institution

Yes ✔

No ☐

7. Date of establishment of the institution:

Month	Year
07	2006

8. University/Board to which the:-

C.C.S. University, Meerut (U.P.)

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

Act. Month & Year

Month	Year
08	2011	**2(F)**

Month	Year
08	2011	**12(B)**

10. Type of institution-

    a. By Funding

i. Government	
ii. Grant-in-aid	
iii. Constituent	
iv. Self-financed	✔
v. Any other (specifies and indicate)	

    b. By Gender

i. Only for men	
ii. Only for women	
iii. Co-education.	✔

    c. By Nature

i. University Dept.	
ii. IASE	
iii. Autonomous college.	
iv. Affiliated college.	✔
v. Constituent college.	
vi. Dept. of Education of Composite college	
vii. CTE.	
viii. Any other (specifies and indicates	

        NAAC for quality and Excellence

        In Higher education

11. Does the University/ state education Act have provision for autonomy?

Yes		No	✓

If yes, has the institution applied for autonomy?

Yes		No	

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

S. N	Level	Program / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i	Secondary/ Senior secondary	B.Ed.	Graduation	Degree	One year	Hindi/ English
ii	Primary	B.T.C.	Graduation	Diploma	Two year	Hindi/English

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each program mentioned in

Level	Program	Order No. and date.	Valid up to	Sanctioned intake
Secondary/ Senior secondary	B.Ed.	UP-2082/2006/10154/5Jan.2007	Permanent	100
Primary	B.T.C.	1716/2007th Meeting/2012/35009/ 17 Dec.2012	Temporary	50

B. Criterion-wise inputs

<u>Criterion 1:</u> Curricular Aspects

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

Vision	Yes	✔	No
Mission	Yes	✔	No
Values	Yes	✔	No
Objectives	Yes	✔	No

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

if yes,	Yes	✔	No
i) How many programme	02		
ii) Fee charged per programmes	51250/44000		

3. Are the programmes with semester system?

NO

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

Yes		No	✔

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

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

D.Ed. (B.T.C.)	**02**
B.Ed.	**07/03**
M.Ed. (Full Time)	**X**
M.Ed. (Part time)	**X**
Any other (specifies and indicates)	**X**

6. Are there Programmes offered in modular form?

Yes		**No**	✔

7. Are these programmes where assessment of teachers by the students has been introduced?

Yes	✔	**No**	

Number	**01**

8. Are these programmes with faculty exchange/ visiting faculty?

Number- 05

9. Is there any mechanism to obtain feedback on the curricular aspects from the
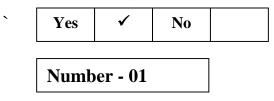
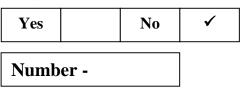| Heads of practice teaching school	**Yes**	✔	**No**	
Academic	**Yes**	✔	**No**	
Students	**Yes**	✔	**No**	
Employers	**Yes**	✔	**No**	

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

NIL

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

`
Yes	✔	No	

Number - 01

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

Yes		No	✔

Number -

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

Yes	✔	No	

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

Yes	✔	No	

Criterion II: Teaching- Learning and Evaluation

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

a) Through an entrance test developed by the institution   ✓

b) Common entrance test conducted by the University/ Government   ✓

c) Through an interview

d) Entrance test and interview

e) Merit at the qualifying examination   ✓

f) Any other (specifies and indicates)

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

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

a) Date of start of the academic year   **01 July 2014**

b) Date of last admission   **14 Oct. 2014**

c) Date of closing ot the academic year   **30 June 2015**

d) Total teaching days   **252**

e) Total working days   **279**

3. Total number of students admitted

Program	Number of students			Reserved			Open		
	M	**F**	**Total**	**M**	**F**	**Total**	**M**	**F**	**Total**
B.Ed.	20	63	83	15	42	57	05	21	26
B.T.C.	27	23	50	21	18	39	06	05	11

4. Are there any overseas students?

If yes, how many?

Yes		**No**	✓

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

   a) Unit cost excluding salary component

   | 23849.05 |

   b) Unit cost including salary component

   | 58355.57 |

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

Programs	Open		Reserved	
	Highest %	**Lowest %**	**Highest %**	**Lowest %**
D.Ed.	72.25	51.50	63.30	47.40
B.Ed.	68.25	46.35	53.52	44.50
M.Ed.(Full time)				
M.Ed.(Part time)				

7. Is there a provision for assessing student's knowledge and skills for the programs (after admission)

| Yes | ✔ | No | |

8. Does the institution develop its academic calendar?

| Yes | ✔ | No | |

9. Time allotted (in percentage)

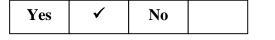| Programmes	Theory	Practice Teaching	Practical
D.Ed. (B.T.C.)	65.45	22.73	11.82
B.Ed.	72.22	15.87	11.90
M.Ed(Full time)			
M.Ed(Part time)			

10. Pre- Practice teaching at the institution

   a) Number of pre –Practice teaching days

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

2	0
4	0

11. Practice teaching at school

   a) Number of schools identified for practice teaching

   b) Total number of practice teaching days

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

0	4
2	0
4	0

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

No. of Lesson in simulation	No. 20	No. of lessons Pre-practice teaching	No. 40

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

Yes	✔	No	

14. Does the institution provide for continuous evaluation?

Yes	✔	No	

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

Programmes	Internal	External
D.Ed. (B.T.C.)	54	46
B.Ed.	05	95
M.Ed.(Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper

0	3
0	2

b) Number of assignment for each paper

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

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software/Courseware (CDS)	✓	
Audio resources	✓	
Video resources	✓	
Teaching aids and other related materials	✓	
Any other (specify and indicate)		

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

Yes	✓	No	

04

19. Does the institution offer computer science as a subject

Yes		No	✓

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

Compulsory [ ] Optional [ ]

<u>Criterion</u> III: Research, Consultancy and Extension

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

Number	**5**	**0**	**%**

2. Does the Institution have ongoing research projects?

Yes		**No**	✔

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

No

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

   (Mark for positive response and X for negative response)

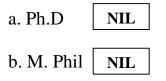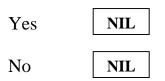|	
Teachers are given study leave	✔
Teachers are provided with seed money	✔
Adjustment in teaching schedule	✔
Providing secretarial support and other facilities	✔
Any other specifies and indicates	

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

Yes	
No	✔

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

a. Ph.D	**NIL**
b. M. Phil	**NIL**

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

Yes | **NIL** |

No | **NIL** |

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

	Yes	No	Number
International Journals	✔		**12**
National journals – referred papers non referred papers	✔		**16**
Academic articles in reputed magazines/news papers	✔		**01**
Books			**02**
Any other (specify and indicate)	✔		**10**

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

Yes		**No**	✔

Number

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

	Faculty	**Students**
National seminars	43	10
International seminars	07	00
Any other academic forum	20	00

11. What types of instructional materials have been developed by the institution?= (Marks ' ' 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 (specifies and indicates)	NIL

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

Yes   ✔

No   ☐

If yes, indicate the nature of the post.

Full-time ☐   Part-time ☐   Additional charges ✔

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

Yes   ☐

No   ✔

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

Yes   ✔

No   ☐

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

03

16. Does the institution provide consultancy services?

Yes   ✔

No   ☐

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

NIL

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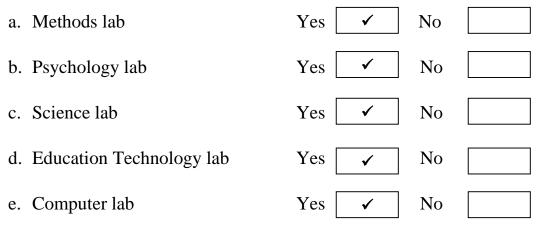   organizations?

Local Level	✔
State Level	✔
National Level	
International Level	

Criterion IV: Infrastructure and Learning Resources

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

| 3198 |

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

   a. Methods lab   Yes ☑   No ☐

   b. Psychology lab   Yes ☑   No ☐

   c. Science lab   Yes ☑   No ☐

   d. Education Technology lab   Yes ☑   No ☐

   e. Computer lab   Yes ☑   No ☐

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

| 35 |

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

| 150000 |

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

| 31520 |

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

| 91365 |

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

| 1000000 |

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

Yes   ✓

No

9. Total number of posts sanctioned-

	Open		Reserved	
	M	**F**	**M**	**F**
Teaching	NIL	NIL	NIL	NIL
Non-Teaching	NIL	NIL	NIL	NIL

10. Total number of posts vacant -

	Open		Reserved	
	M	**F**	**M**	**F**
Teaching	NIL	NIL	NIL	NIL
Non-Teaching	NIL	NIL	NIL	NIL

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

	Open		Reserved	
	M	**F**	**M**	**F**
Lectures	02	00	04	02
	M	**F**	**M**	**F**
Readers				
	M	**F**	**M**	**F**
Professors				

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

Reserved –

	Open		Reserved	
	M	**F**	**M**	**F**
Lectures				

	M	**F**	**M**	**F**
Readers				

	M	**F**	**M**	**F**
Professors				

c) Number of teacher from –

Same State   ✔

Other States

12. Teacher student ratio (programme-wise)

Programme	Teacher student
B.Ed.	**01:11**
B.T.C.	**01:08**

13. a) Non-teaching staff –

	Open		Reserved	
	M	**F**	**M**	**F**
Permanent	2	2	24	0
Temporary				

b) Technical Assistants

	Open		Reserved	
	M	**F**	**M**	**F**
Permanent	02	-	-	-
Temporary				

14. Ratio of Teaching, non-teaching staff-

| 1:3 |

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

| 31.67 |

16. Is there an advisory committee for the library?

Yes | ✔ |

No | |

17. Working hours of the Library-

On working days | **10:00 – 4:00** |

On holidays | **10:00 – 2:00** |

During examinations | **10:00 – 2:00** |

18. Does the library have an Open access facility Yes or No-

| **Yes** | ✔ | **No** | |

19. Total collection of the following in the library-

a. Books | 5812 |

Textbooks | 5555 |

Reference books | 257 |

b. Magazines journals subscribed | 36 |

Indian journals | 20 |

Foreign journals | 09 |

Peer reviewed journals | 07 |

Back volumes of journals | 42 |

c. E-information resources | 28 |

Online journals/e-journals | 07 |

CDs/DVDs | 11 |

Databases | 05 |

Video Cassettes/Videos Cassettes | 05 |

20. Mention the

Total carpet area of the library (in sqr.mts.) | 1222 |

Seating capacity of the Reading room | 50 |

21. Status of automation of Library –

Yet to intimate | |

Partially | |

Fully automated | ✔ |

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

Circulation | ✔ |

Clipping | ✔ |

Bibliographic compilation | ✔ |

Reference | ✔ |

Information display and notification | ✔ |

Book bank | ✔ |

Photocopying | ✔ |

Computer and printer | ✔ |

Internet | ✔ |

Online access borrowing power back up | ✔ |

User orientation/information literacy | ✔ |

Any other (please specify and indicate) | |

23. Are students allowed to retain books for examination?

Yes	✔	No	

24. Furnish information on the following –

Average number of books issued/returned per day Maximum number of day's

Books is permitted to be retained

15

By students | 15 |

By faculty | 08 |

Maximum number of books permitted for issue- | 05 |

For students | 10 |

For faculty | 40 |

Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled. | 1:36 |

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

| 2.48 |

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

	2011-12 I		2012-13 II		2013-14 II	
	No.	**Total cost (in Rs.)**	**No.**	**Total cost (in Rs.)**	**No.**	**Total cost (in Rs.)**
Text books	528	92400	780	89900	560	56603
Other books	12	2800	65	16250	193	41397
Journals/Periodicals	08	1580	19	26200	24	26750
Any others specify and indicate	04	4500	08	3000	11	1000
(Additional rows columns may be inserted as per requirement)						

Criterion V: Students support and progression

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

Programme	Year 1	Year 2	Year 3
B.Ed. (Time)	01	00	05

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

   system?

Yes		No	✔

3. Does the institution offers Remedial instruction?

Yes	✔	No	

4. Does the institution offer Bridge courses?

Yes	✔	No	

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

	UG		
	I (2010-11)	**II** (2011-12)	**III** (2012-13)
Pass %age	100	99	84
No. of 1st Classes	85	89	59
No. of Distinctions	02	10	01
Exemplary performance (Gold Medal and university ranks)	NIL	NIL	NIL

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

	I	II	III
SLET/SET	00	00	00
NET	01	01	01
Any other/TET (specifies and indicates)	12	31	09

7. Mention the number f students who have receives financial aid during the past three years.

Financial Aid	I	II	III
Merit Scholarship	03	03	03
Merit-cum means scholarship	-	-	-
Fee concession	05	05	05
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?

Ye	✔	No	

9. Does the institution provide Residential accommodation for?

Faculty
Yes	✔	No	

Non-teaching staff
Yes	✔	No	

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

Ye	✔	No	

If yes, number of students residing in hostels-

Men
Yes

Women
Yes

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

Sports fields	**Yes**	✓	**No**	

Sports fields

Yes	✓	**No**	
Yes	✓	**No**	
Yes	✓	**No**	

Indoor sports facilities

Gymnasium

12. Available of rest rooms for Women.

Yes	✓	**No**	

13. Available of rest rooms for Men.

Yes	✓	**No**	

14. Is there transport facility available?

Yes	✓	**No**	

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

Yes	✓	**No**	

16. Give information on the Cultural Events (last year data) in which the

   institution participated/organized/

	Organised			**Participated**		
	Yes	**No**	**Number**	**Yes**	**No**	**Number**
Inter-collegiate				✓		**05**
Inter-university						
National						
Any other (Schools)	✓		**02**	✓		**15**
Specify and indicates						

(Excluding college day celebration)

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

University	Participation of students (Number)	Outcome (Medal achievers)
State	**08**	**NILL**
Regional	**NILL**	**NILL**
National	**NILL**	**NILL**
International	**NILL**	**NILL**

18. Does the institution have an active Alumni Association?

Yes	✔	No	

If yes, give the year of establishment

2012

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

Yes	✔	No	

20. Does the institution regularly publish a college magazine?

Yes	✔	No	

21. Does the institution publish its updated prospectus annually?

Yes	✔	No	

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	**12**	**13**	**20**
Employment (Total)	**10**	**08**	**15**
Teaching	**15**	**20**	**30**
Non-teaching	**NILL**	**NILL**	**NILL**

23. Is there a placement cell in the institution?

Yes	✔	No	

If yes, how many students were employed through placement cell during the past time year.

Year I	Year II	Year III
02	-	-
07	11	09

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

	Yes	No
✓ Academic guidance and counseling	✔	
✓ Personal Counseling	✔	
✓ Career Counseling	✔	

Criterion VI: Governance and Leadership

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

Yes	✔	No	

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

Governing Body/management	02
Staff council	05
IQAC/or any other similar body/committee	06
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (Mention only for three most important bodies)	10

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

Loan Facility

Medical Assistance

Insurance

Other (Specify and indicate)

Yes		No	✔
Yes	✔	No	
Yes		No	✔
Yes		No	✔

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

0	0	5

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

a. Number of teachers who have availed the faculty improvement programme of the UGC/NCTE or any other recognised organization.

02

b. Number of teacher who was sponsored for professional development programmes by the institution.

National

International

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

0	1	2

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

0	1	1

e. Research development programmes attended by the faculty.

0	5	6

f. Invited/endowment lecture at the institution.

0	1	3

g. Any other area (specifies the programme and indicate awareness programme)

0	0	26

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

a. Self-appraisal

b. Student assessment of faculty performance

c. Expert assessment of faculty performance

d. Combination of one or more of the above

5. Any other (specify and indicate)

Yes	✔	No	
Yes	✔	No	
Yes	✔	No	
Yes	✔	No	
Yes	✔	No	

7. Faculty assigned additional administrative work?

Yes	✓	No	

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

12

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

Grant-in-Aid	**NIL**
Fees	**51250**
Donation	**NIL**
Self-funded course	**NIL**
Any other (specify and indicate)	

9. Expenditure statement (for last two years).

Total sanctioned Budget	2012-13	2013-14
% spent on the salary of faculty	31.67	37.39
%spent in the salary of non-teaching employees	8.56	13.43
% spent on books and journals	1.84	1.87
% spent on developmental activities (expansion of building)	0.00	12.99
% spent on telephone, electricity and water	1.60	2.30
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities etc.	1.71	1.46
% spent on maintenance of equipment teaching aids, contingency etc.	2.67	0.45
% spent on research and scholarship (seminars,	5.54	3.15

conferences, faculty development programs, faculty exchange, etc)		
% spent on travel	0.59	0.69
Any other (specify and indicate)	27.05	26.26
Total expenditure incurred	**5291798.40**	**6716945.58**

10. Specify the institution surplus/defect budget during the last three years?

    (specify the amount in the application boxes given below)

	Surplus in Rs.	**Deficit in Rs.**
13-14	**2592.42**	**NIL**
12-13	**NIL**	**1206092.40**
11-12	**415256.50**	**NIL**

11. Is there an internal financial audit mechanism?

Ye	✔	No	

12. Is there an external financial audit mechanism?

Ye	✔	No	

13. ICT/Technology support activities/units of the institution.

Activity	Yes		No	
Administration	Yes	✔	No	
Finance	Yes	✔	No	
Student Records	Yes	✔	No	
Career Counseling	Yes	✔	No	
Aptitude Testing	Yes	✔	No	
Examination/Evaluation/Assessment	Yes	✔	No	
Any other (specifies and indicates)	Yes		No	✔

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

mechanism?

Yes	✔	No	

15. Does the institution have an inbuilt mechanism to check the work efficiency of

the non-teaching staff?

Yes	✔	No	

16. Are all the decision taken by the institution during the last three years

approved by a competent authority?

Yes	✔	No	

17. Does the institution have the freedom and the resources to appoint and pay

temporary/ad hoc/ guest teaching staff?

Yes		No	X

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

   a) for teachers ✔

   b) for students ✔

   c) for non-teaching staff ✔

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

Yes	✔	No	

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

checks?

Yes		No	✔

21. Is the institution sensitized to modern managerial concepts such as strategic

planning team work, decision-making, computerisation and TQM?

Yes	✔	No	

Criterion VII: Innovative Practices

1. Does the institution have an established internal Quality Assurance Mechanism?

Yes	✓	No	

2. Do students participate in the quality Enhancement of the institution?

Yes	✓	No	

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

S.No.	Category	Men	%	Women	%
1.	SC	13	9.78	20	15.04
2.	ST	-	-	-	-
3.	OBC	22	16.44	41	30.83
4.	Physical Challenged	01	0.75	00	00.00
5.	General Category	11	8.27	25	18.80
6.	Rural	34	25.56	53	39.85
7.	Urban	13	9.77	33	24.81
8.	Any other (specify)	00	00	00	00

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

S.No.	Category	Teaching staff	%	Non-teaching staff	%
1.	SC	**NIL**	**NIL**	**02**	**10.5**
2.	ST	**NIL**	**NIL**	**NIL**	**NIL**
3.	OBC	**06**	**75%**	**07**	**36.8**
4.	Women	**02**	**25%**	**03**	**15.7**
5.	Physical Challenged	**01**	**12.5%**	**NIL**	**NIL**
6.	General	**02**	**25%**	**09**	**47.3**
7.	Any other (specify)	**NIL**	**NIL**	**NIL**	**NIL**

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	**50.43**	**47.97**	**64.34**	**60.12**
ST	**NIL**	**NIL**	**NIL**	**NIL**
OBC	**55.92**	**57.77**	**69.55**	**65.07**
Physical Challenged	**-**	**-**	**-**	**-**
General	**58.46**	**56.62**	**72.79**	**65.30**
Rural	**53.27**	**49.36**	**67.79**	**61.60**
Urban	**56.83**	**55.13**	**70.92**	**63.62**
Any other (Minority)	**56.38**	**55.81**	**69.51**	**63.85**

EXECUTIVE

SUMMARY

EXECUTIVE SUMMARY

First of all, we are extremely thankful to NAAC for considering us worthy of obtaining IEQA status and nevertheless, we have tried to make it as comprehensive, accurate and honest as we could with our sincere, realistic and introspective efforts. We have tried our best to prepare this Self Study Report in accordance with the guidance given by NAAC, and humbly submit it for assessment & accreditation.

The vision and mission of the College aims at the cultivation of a virtual culture. The mission of the College stems from a desire to impart a value based, quality education with the purpose of bringing forth meritorious students in the fields of Education. The trust of the mission is in complete synchronization with the spirit of the emerging scenario in the present world. The mission has certain well spelt out goals that aim at:

• Motivating students to scale and achieve high academic standards;

• Shaping the innovative, creative and integrating abilities of the students;

• Providing updated information and knowledge through regular course, workshops, seminars and extension lectures;

• Providing competent and qualified faculty to enhance the creative and innovative aptitude of the students;

• Providing varied professional training and placement to the students.

The mission and the goals of the College as an academic institution acknowledge, above all, the requirement of jobs. The College, thus, aims at the creation of character alongside professional competence.

The emblem of the College is in perfect harmony with the motto of the institutions under the aegis of Trust. The emblem prominently shows a lamp with three flames. The flames represent learning, wisdom and prosperity. The lamp symbolizes true and intrinsic education, which alone can lead a person to the three achievements (learning, wisdom and prosperity).

The institution, Deoband College of Higher Education was established in the year 2006 by Muslim Educational & Social Welfare Association with a well-defined motive of serving the society by making their humble contribution to Education especially through Teacher Education. It is approved by National Council for Teacher Education (NCTE) and affiliated to Ch. Charan Singh University, Meerut. CO-EDUCATION in nature and at there are 100 intake provided to college in B.Ed. Course. The institution follows all the norms and standard as per the regulatory bodies-NCTE, Ch. Charan Singh University, Meerut and State Government for the required physical infrastructure, recruitment of the faculty, admission procedure, fee structure and curriculum etc.

The building of the institution is a lively example of good architecture. The institution has an excellent infrastructure including spacious classrooms, stacked library, multipurpose hall, modern and well equipped laboratories, conference room, comfortable staff room, common room for girls, indoor and outdoor games facility canteen, uninterrupted power supply, internet, fax and photocopier, etc.

The institution has its prime ambition – to get knowledge as a premier institution with a difference. The difference is being created by providing conducive environment to teaching, learning and innovation, liberty to teacher and student-teachers for their maximum potential actualization with novel, ICT and value imbibed academic practices.

The institution practices the best in teaching learning in collaboration with practice teaching schools, academic members, educationists, education department, alumni, and parents of student teachers and person of local administrative bodies. These are involved in positive social interaction through various prominent institutional curricular, co-curricular and extension activities.

Criterion

(I)

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

The mission of the College is to provide quality education to the students; and, through our holistic, value-based and progressive education, to produce young people of whom any family, college or nation can be proud of.

OBJECTIVES

- Motivating students to scale and achieve high academic standards.

- Shaping the innovative, creative and integrating abilities of the students.

- Providing updated information and knowledge through regular course, workshops, seminars and extension lectures.

- Providing competent and qualified faculty to enhance the creative and innovative aptitude of the students.

- Providing varied professional training and placement to the students.

- To make the teachers capable of following recent trends in the teaching Methods.

- To increase employability of our students through value-added education.

- To contribute to human resources at national and international levels.

- To adopt teaching profession as a means of social service along with education.

- To motivate individuals towards excellence.

Intellectual - To equip the student teachers in bringing desired social changes and to develop skills to work in future for the welfare of the society and social cohesion by achieving intellectual stability and creating new knowledge.

Training - The broad objective of training is to empower and embolden the prospective teachers for effective teaching, research, extension and consultancy.

Access to the Disadvantaged - The institution aims at the general uplift of the disadvantaged groups such as, backward students from SC/ST communities, physically handicapped, and economically weak.

Self Development- The student teachers are expected to become acquainted with different methods of teaching, different techniques for assessment and to acquire skills in teaching.

Global trends and Demands - The Pupil teachers are expected to become capable of applying modern techniques and practices in teaching by obtaining a total perspective of the role of technologies in modern educational practice.

1.1.2   Specify the various steps in the curricular development processes.

Feedback is gathered through various sources such as Meetings, Interactions with experts & educationists, Parent – Teachers Meetings and meetings with prospective employers like Principals of schools during teaching Practice and forwarded to Curriculum Development Committee as suggestions. Suggestions are forwarded time-to-time to BOS (Board of Studies) of Department of Education, Ch. Charan Singh University, Meerut.

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 role of teacher educator and Pupil teacher has been redefined us to the global trends and emerging needs of the schools children. Through a balanced blending of traditional methodology with ICT and new technology, we prepare the student–teachers to become independent, creative and confident enough to face the world. The institution and faculty members are prompt in guiding the student–teachers to integrate the technology like SMART CLASS ROOM, LCD Projector, Slide Projector, Internet, Computers & Other audio-visual aids with face to face sessions to present the content effectively.

Teacher educator demonstrates and justifies the judicious use of appropriate methodology in handling and mastery learning by ICT. Faculty make good use of power point presentations and project based instructional

resources for instructions, orientation & for conducting different curricular and co-curricular activities.

The student teacher imitates and learns different skills during their work educations classes especially during Chalk Board Writing, Handling of equipments& preparing teaching aids.

The captions, thought of the day, prayer and role models, code of conduct of teachers are exemplary for student teachers. They discuss and share their views on various religious, spiritual &moral ideals. The Principal and all faculty members are leading examples. They review the code of ethics regularly to maintain values in the behaviour of the student teacher.

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

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

The curriculum of the B. Ed. course bears thrust on National issues like Value education, Gender equality, Human rights, Equality, Environmental issues, National integration, Women education, Education of Challenged Pupil and ICT. To receive the student inter-active student-teacher community on the pattern of ancient Indian Gurukuls and Ashrams, institute maintains the morality and healthy relation of the society.

The institution conducts morning assembly daily where moral &social values are propagated and developed through prayers and short speeches on social & moral issues. Environmental Education and ICT are a part of the curriculum and the institute participates in rallies to aware the people on national issues (like Pollution, Population Control, Girl Child Education, Blood Donation, Save Water etc.) workshops, seminars and other events on such issues. Micro teaching and Case study methods are adopted and use of Internet for learning and recording is encouraged.

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

Yes, the institution makes adequate use of ICT for curricular planning since its establishment.

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 institution provides practical experience through teaching practice schedules twice a year in which local schools are contacted and the students engage their classes along with conduct of contests, competitions and other activities. The institution also provides varied experiences to its students through other practices such as Micro Teaching, Simulated Teaching & Action research in B.T.C. 2 years

performance system developed by SCERT in four part in every part 5 month teaching and one month internship for reflective practice.

The student teachers are motivated to use ICT in their notes preparations, lesson planning for practice teaching, power point presentation for class seminar. The institution provides a platform to all student-teachers to participate in various literary, cultural and community service practice. The institution has conduct micro-teaching, Practice teaching and block teaching programme.

These entire programmes give sufficient experience to the students so that teaching becomes more reflective practice.

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

The institution provides adequate flexibility and scope in the Operational curriculum by providing experience to the students recreation and interaction.

There are **16 optional subjects are available with two special papers**. Computer Literacy and Education Application is also available for students to interact with new technologies.

For the effective implementation of curricular aspect of course all the faculty members use various innovative and technological approaches of teaching and learning. Various methods like demonstration, lecture and problem solving are used

with wide range of teaching aids such as OHP, Computers, slide projectors, charts, models etc. While providing effective teaching learning environment to the student teacher in the campus and in the classroom they are being motivated to do work with community and in the community.

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.

In the institution there is proper provision to develop communication & ICT skills, community orientation and social responsibility skills among the student teachers. Communication and ICT skills are developed through the effective implementation of curriculum of Paper computer education. The basic knowledge about communication skills, its principles, effective communication, basics of ICT, uses of computers and networking are discussed in detail and thus theory and practical aspects are implemented well.

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

Interdisciplinary/Multidisciplinary- B.Ed. and B.T.C. programme are inter-disciplinary by nature. The curriculum is involved interdisciplinary and activity approach, non-formal method of teaching along with various method of teaching

such as models of teaching, team work, programme learning, microteaching, simulated teaching and group discussion method.

Moreover the necessary correlation is precisely drawn upon between the taught subjects while teaching. The institution also ensures inclusion of development of various aspects of the learner through the subjects taught.

Multi-skill Development- It is developed through Work Experience Programme, Practical Work in various Laboratories, through SEC (Simple Expressional Competencies) which is a part of the curriculum and through various Intra College competitions like debates, declamations, poetry recitation , dramatics, Skill-in-Teaching & Teaching Aid Preparation competitions.

Inclusive education- In the teaching learning process the individual differences (gender differences, Economic status, Intellectual level, family backgrounds etc.) among the students are taken care of and equal educational opportunities are provided to the students.

Practice Teaching- As a preparation to actual practice in schools, micro teaching sessions are organized. The faculty meticulously organizes intricate sessions of microteaching and students practice under their watchful eyes. Lesson planning is considered an important input in the preparation for teaching practice. Faculty members take good care of training students in lesson planning too. Before the students are sent to schools, for practice teaching, the College organizes confidence

building programmes such as pedagogical content analysis, lesson planning, developing core teaching skills, through micro teaching under simulated conditions, observation of model lessons etc. Demonstration lessons are given by each subject teacher in the presence of other staff members and students. Every student present **40 lessons through demonstration. Each student teacher has to given 40 lessons in school in which** 20 lessons in each Method of Teaching. All the lessons are supervised and checked by institutional teachers as well as schoolteachers and feedback is given to the students. There are 04 school attached with college for practice teaching. Each student is given two lessons per day. Sometimes the Practice schools teachers are presented in the class and give informal feedback to the Pupil teachers as well as teacher educators. During practice teaching, each lesson is checked before delivering to students in the class and observed by the Faculties. The student teacher stay whole time in the school during practice teaching day's and takes participate in all activities of the school.

School Experience- There is a provision of both theoretical and practical aspects of school experience or school management. In the theory paper student teachers are given conceptual knowledge about the management of school facilities and problems, library, infrastructure, time table, human resource etc. At the time of practice teaching at school, student teachers apply all their knowledge in actual situation. In block teaching student-teachers organizes morning assembly, make

arrangements for teaching learning situations, manage man & material resources, and manage funds at school level and scholarships.

Work experience /SUPW- Various crafts are taught in the college like gardening, home craft, card-board making, candle making, interior decoration, art and painting etc. Various competitions like Rangoli making, Mehndi, pot painting, model making etc are also organized in the college from time to time.

Others- Various Inter house competitions like dance, music, declamation, debates, mimicry etc. are organized in the college. The programmes and the courses are incorporated in the college calendar.

1.3   Feedback on Curriculum

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

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

Feedback on curriculum by the student-teacher- The institution has tried its best to cater the needs of the students, society and nation through best practices in curriculum. Pupil Teachers' views and suggestions are invited on the curriculum for

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

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

- Oral expression of their views about the curriculum to the Principal or the subject teacher.

- Writing their suggestions/ideas directly to the Principal or subject teacher.

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

Feedback on curriculum by Teaching Staff-The institution has its Internal Curriculum Review &Reform Committee consisting staff members as subject experts. This committee analyses the existing curriculum of the B. Ed. course, finds

out the needs &difficulties of the student- teachers and provide suggestive measures for the modification in the curriculum:

- The faculty members meet after every academic activity to review and discuss the strengths and weaknesses of the activities. They also provide suggestive measures for improvement in these academic activities.

- The existing working related to curriculum aspects of the college are discussed in the staff council meeting.

- Teachers play an active role in the tutorials to solve problems of student-teachers regarding the curriculum.

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

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

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

The feedback so collected is deeply analyzed by the Principal with the faculty members. The worth full suggestions are discussed with the subject faculty

members then submitted to the University. All right reserve university for amendment in curriculum.

1.4. Curriculum Update

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

No, any changes in curriculum was made by the Ch. Charan Singh University, Meerut.

1.4.2 What are the strategies adopted by the institution for curriculumrevision and update?

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

1.5 Best Practices in curricular Aspects

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

- The teachers are motivated to prepare their teaching plan at the beginning of the session and cover their syllabi in accordance with the plan.

- The students are given regular home assignments which are corrected by the concerned teachers and necessary suggestions are given to the students.

- In addition to the term tests at the end of every term, the teachers frequently take class tests in their class itself.

- At the end of important topics or chapters the students are promoted to make students presentation in the class room related with the topic recently covered.

- Distinguished educational experts are invited to deliver extension lectures to the students by which not only the students but the faculty members are also equally benefited.

- Student performance is regularly checked on the basis of results in terminals and unit tests. Feedback from the students ensures the sustenance of quality.

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

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

Criterion

(II)

Criterion II: Teaching-Learning and Evaluation

2.1   Admission Process and Student Profile

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

B. Ed.

As per the policy of the State Government, the College admits 50 students management quota (as per state government regulation for **Minority Colleges**) and 50 students through a Common Entrance Test (U.P. B.Ed. C.E.T.) conducted by the Co-ordinator (U.P. B.Ed. C.E.T.) (e.g. Bundelkhand University, Jhansi). The students have a choice to opt for any B. Ed. college, depending upon their merit score. Pre-Teacher Education Test consists off our sections, namely, Mental Ability, Teaching Attitude and Aptitude Test, General Awareness, and Language Proficiency(Hindi or English). Mental Ability Test comprises of 100 multiple choice type questions and assesses abilities like, Reasoning, Imagination, Judgment and Decision Making, Creative Thinking, Generalization, Drawing Inferences, etc. Teaching Attitude and Aptitude Test consists of 50 multiple choice type items. Language Proficiency (Hindi or English) consists of 50 multiple choice questions.

Eligibility- The general candidate has to score 50% marks and reserve category candidate has to score 45% in UG or PG course otherwise she or he will not be

eligible for admission into B.Ed. Programme. The eligibility as prescribed by NCTE for B.Ed. and B.T.C. Programme are followed strictly. The reservation policy of U.P. State Government is being followed. The students are allotted by the co-ordinator (U.P. B.Ed. C.E.T.). The college admits students on the basis of the list of qualified candidates received from co-ordinate or (U.P. B.Ed. C.E.T.).

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

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

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

B. Ed. admissions are strictly on the basis of State Level Test and State Government policy. Statuary body of test conduct is allotted the candidate on merit basis. Qualified candidates are reported to the college after issuing allotment Letter. Institute made the reporting to Statuary body. 50 % seats are reserved according to

State Government regulation in minority institutions and fill by the college Governing Body.

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

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

1. The institute assists the economically weaker Pupil-teacher by facilitating them to avail college scholarships. The uniform and transport aid are also provided.

2. The institute has a conducive academic environment for the expression, joyful study and celebration of life for the Pupil-teachers through various cultural and co-curricular activities.

3. The linguistic diversity has been facilitated in teaching learning process by educating through both medium – Hindi and English. There is an equal respect and attitude towards various languages and dialects of the students. The teacher educators take care of their emotional attachment to the languages and dialects so that students feel comfortable in a learning friendly environment. Reservation rules

are followed as per state government rules. Pre-examination guidance is given to SC/ST and OBC students.

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

Student's knowledge is assessed through the B. Ed. Entrance Test conducted centrally by any one of the Universities from the State and management students admissions knowledge assessed also through Entrance Test and Interview method. In the starting of every session fresher talent hunt programme is also conducted by the College, in which the strength and weakness of the students are gathered by various competitions.

2.2   Catering to Diverse Needs

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

*At the starting of the session institution conduct an Orientation program to intact with course and student. This orientation is helpful for the students to know about the myths and fact of the curriculum.

*The authorities of the institution try their level best to create an environment conducive to learning and development of the students by providing them the best

of infrastructure, facilities, experienced and well qualified faculty, and instructional material.

∗The students are psychologically prepared for learning through orientation in the beginning of session. Excursions, discussions, seminars, competitions and guest lectures are held from time to time to motivate and encourage them.

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

As we mention the Orientation program is very helpful for the students to cater the diverse learning besides this, Pre-examination counselling is given to special need students. Extra classes, Spoken English classes etc. are offered to the needy students. Seminars, Organizing Extension Lectures etc. are also worthy for the students. Special attentions are paid to advance learner and they are being guided properly.

• Extra classes for weak and needy Pupil-teachers.

• Issuing books to Pupil-teachers during annual examinations.

• Organizing the Extension Lectures by prominent educationist.

• Assignment and projects are assigned to the Pupil-teachers.

• Pupil-teachers need for academic areas are discussed through the tutorial and are also provided with remedies.

• Remedial teaching is given after every class/unit test and house examination.

• Proper orientation about examination and evaluation system.

• Appropriate demonstration is given to the Pupil-teachers for model lessons in different skills & teaching practices etc.

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?

While teaching in class, emphasis is given on inter and intra individual differences. All the students are treated equally and are given equal opportunities. Black board presentation on various topics, by each student is essential to enhance their confidence level.

Other curriculum oriented activities are:

• Preparation for practice teaching.

• Lesson Planning.

• Developing core teaching skill through simulation.

• Observation & discussion of demonstration lesson.

• Observation & supervision at practice teaching.

• Interaction & Participation within community.

• Educational Tours.

• Extension Lectures.

• Provision for work experience.

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

All the faculty members are well qualified having specialization in their concerned subjects. Feedback from students is taken by the authorities and the teachers are advised to bring about necessary changes to make their teaching more effective.

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

The college provides a wide variety of such practices which enables student teachers to be innovative & skilful and adopt human values. Some activities like Morning Assembly, Symposia and Debates are organized for the development of humanity in the student teachers.

Besides this social and cultural activities for e.g. Organizing various social and cultural programme, Celebrating days of national, international and social importance such as Republic day, Independence Day, Teachers Day, Youth Festival, Science day etc., Organizing Extension Lectures are very worthy for the self development of the students.

2.3   Teaching-Learning Process

2.3.1 How does the institution engage students in "active learning"?

The college organizes one day orientation programme at the commencement of every academic session. During this programme, students are explained the

syllabus, the philosophy of Teacher Education, facilities of the college, Practice Teaching, Micro Teaching and on the last day Methods of Teaching subjects is finalized. The college starts with the theory classes for a month. This is followed by 10 days of Micro Teaching sessions. Each student gives 2 lessons per skill. The skills practiced are Introducing a lesson, Probing Questioning, Illustration with Example, Chalkboard, and Reinforcement. Besides these, each student is given practice in Black Board Writing Skill. Each faculty gives one Demonstration lesson per Method of Teaching Subject. Now, students prepare for the Practice Teaching, about 25 students allotted to each school for 20 days. Each lesson is checked and supervised by the Method Teacher. Students are required to submit charts made during the first round of practice teaching to the college. Each B. Ed. student teacher has to give 40 lessons in school by taking 20 lessons in each Method of Teaching. During practice teaching, each lesson is checked before these are taught to students in the class and observed by the Method expert. Only one lesson per day is given. The Pupil-Teachers stay for the whole time in the school during practice teaching days and take part in all activities of the school. Each student has to observe 10 lessons of the peers. In schools, the subject teacher observes in the class and gives feedback to the student teacher. Sessional work which is evaluated by their conduct and performance on various co-curricular activities and assignments which includes:

a. Supervision of Practice Teaching.

b. Observation of Teaching Competency

To create an overall environment conducive to learning and development of the students the institution organizes curricular as well as co-curricular activities. Such as Group Discussion, Seminar, SUPW camps, open air session games, yoga classes etc.

To impart value education good thoughts are written on the board daily, celebrate national festivals, morning assembly etc. The institution inculcates civic responsibilities among the trainees by cleaning of college campus and nearby villages, plantation of trees, and organization of street play. The institution has good community orientation. It organizes the activities like talks by the experts which are also arranged for the community as well as students. The institution encourages learning to learn, communication skills, use of information technology and learning to work together as well as independently. Over-all personality development of students is also carried.

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

Internet: - Internet access is always available for the students. Because internet is necessary for today gating new updates, methods, related educational materials for teacher educators.

2.3.2 How is 'learning' 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?

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

1. Almost every student teacher is variably involved in various activities/programme of the college for developing their talent in the field of their interest. Student teacher's participation in various activities is ensured through the organization of morning assembly.

2. Tutorial groups and guidance &counselling cells are established to solve the student teachers academic, personal, career and social problems.

3. Every faculty member caters the needs of the student teachers while developing the content matter in classroom. As per the need of the student teachers the teacher educator changes his/her methodology and uses various teaching aids to make concept easy & understandable to the student teachers.

4. Teachers educators precisely diagnose the problems of the student teacher by oral testing, written test, class test and house examination and then provide them necessary remedies accordingly.

5. Pupil-Teachers are motivated to visit library regularly to keep them updated by reading newspaper, magazine, journals, reference books & periodicals etc.

6. Regularity, punctuality and discipline in the college are maintained by a body of student teachers and discipline committee as well.

7. Extension lectures & competitions are organized to cater the student teacher need.

8. Training in handling hardware and software is also provided to the Pupil-teachers, in order to meet the requirements of the modern classroom.

9. Student teachers are offered a variety of options in all the optional papers where student teachers are free to choose any option as per the requirement or interest.

Thus all the above mentioned activities and many others are successfully organized to cater the student teacher need and to make learning more easy and reliable to them. Every effort has been made to make learning student centred and community oriented.

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

Different methods are used for teaching different topics like lecture method, project method, lecture cum demonstration method and problem solving method. Teachers also use Co-operative Approach while teaching. The innovative Approach introduced by college teachers is Co-operative Learning. All necessary steps have been taken for the effective implementation of the curriculum aspect, theory as well as practical. Different type of Psycho Test and apparatus are available to conduct the Psychological Test for the different type situations.

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

No, there is no such programme provided in the B.Ed. curriculum to provide training in models of teaching. But our Institute uses several of methodologies and approach to provide effective learning experiences to the student teachers.

Lesson plan - Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioural terms, division of content matter, using appropriate methodology, use of various

A.V. aids, how to present the content matter, dealing with the students, controlling classroom activities, using chalkboard etc. are discussed in detail.

Micro-Teaching - Student-teachers are provided with adequate training in delivery of model lesson presentation before starting their micro-teaching and teaching practice in the schools. Before the commencement of micro teaching lessons student-teachers are well known about the micro teaching, its concept, requirement & various teaching skill.

Demonstration lesson in each skill and in each teaching subject is presented before the student-teachers by the teacher educators. During this micro teaching session, every student-teacher prepares and delivers ten micro lessons in each teaching subject and then four Comprehensive lessons and two discussion lessons in simulation. Micro Teaching lesson has the duration of 5-7minutes, where as Comprehensive & discussion lesson have time duration of 20 and 40 minutes respectively.

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

Yes, the student teachers do use micro-teaching techniques for developing teaching skills. Each student gives 2 lessons per skill. The skills practiced are Introducing a lesson, Probing Questioning, Illustration with Example, Stimulus Variation, and Reinforcement. Besides these, each student is given practice in Black Board Writing Skill.

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

As a preparation to actual practice in schools, micro teaching sessions are organized. The faculty meticulously organizes intricate sessions of microteaching and students practice under their watchful eyes. Lesson planning is considered an important input in the preparation for teaching practice. Faculty member stake good care of training students in lesson planning too. Before the students are sent to schools, for practice teaching, the College

organizes confidence building programmes such as pedagogical content analysis, lesson planning, developing core teaching skills, through micro teaching under simulated conditions, observation of model lessons etc. Demonstration lessons are given by each subject teacher in the presence of other staff member's and students. Every student observes 10 demonstration lessons. Each student teacher has to give 40 practice lessons in school by taking 20 lessons in each Method of Teaching. All the lessons are supervised and checked by Faculty members as well as schoolteachers and feedback is given to the students. There are 04 schools engaged with us for practice teaching. Each student is given two lessons per day. The school teachers also observe the lessons in the class and give informal feedback to the Pupil teachers. During practice teaching, the pupil teachers are properly observed

by the subject supervisors carefully. The student teachers stay for the whole time in the school during practice teaching days and take a part in all activities of the school.

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

A group of students is allotted to a particular school which is selected by the institution. In that school, the students are acquire knowledge about the system of school management. They acquire knowledge about admission procedure, accounts, and preparation of time table, debates, and competitions. They participate in co-curricular activities also. On the other hand they also watch the teaching procedure with school teacher and each day of block teaching they teach two lessons per day in different classes in the presence of school teacher. Total time for block teaching is 20 days.

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

The Pupil Teachers frame individual lesson plans with the suggestion and co-operation of school teachers and mentors keeping in view the requirements of the students of the schools and the school syllabus left in the practice schools.

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

The Teacher Educators keep pace with recent developmental trends in education and the increasing range of student's behavioural tendencies and needs by attending workshops, seminars, reading journals, surfing internet and transfer this information to Pupil teachers through orientation and workshops. Remedial and Diagnostic Teaching is followed by the Teacher Educators and it is made sure that student teachers modify their teaching by following the suggestions given by the Teacher Educators.

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

Student-teachers are well trained to use modern technological equipments like computers, OHP, LCD projector etc. for making teaching-learning process more effective. In this training, they are taught about how to prepare, handle and use various kinds of teaching aids & modern technological equipments. Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations.

2.4   Teacher Quality

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

Yes, Teaching Practice plans are developed in collaboration with 04 cooperating schools. During meetings with school heads, the educational needs of the schools and the policy directions are communicated. School staff members are oriented about guiding and assessing student performance.

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

The average ratio of students and faculty is 10:1 depending upon student strength of the school and whether the school is Primary, Secondary and Higher secondary.

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

The mechanism of giving feedback to the students is manual. During micro teaching session conducted in simulations, the teacher educator and the peers provide feedback about the lesson presented by the student teacher and also during the practice teaching session, mentor teacher involves head and teacher of practice teaching school, peers group of student teachers with him for manual observation and to give feedback.

At the time of actual practice teaching teacher educator as well as school teacher are observe the pupil teacher. After giving lesson teacher educator as well as school teacher give oral feedback to student teacher so that they improve their

performance .The teacher educator give written feedback in their lesson diaries. Principals and heads of the Practice teaching schools also provide their dynamic feedback during practice teaching to the Pupil Teacher. The mentor teacher guides the student teacher about what to observe, how to observe and how to get feedback to their peers. The desired classroom interaction and teacher behaviour

and teaching learning activities to be organized are enlisted and distributed to all the student teachers to help them in observation and give feedback.

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

The institution keeps itself updated with latest policy direction by holding discussion session with schools from time to time and from other sources like seminars, workshops, journals, newspapers and internet. The Teacher Educators ensure that the Pupil Teachers consult the school Teachers regarding requirements of the curriculum and educational needs of the schools.

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

The Institution subscribed various journals, magazines, paper of education fields. All these materials are provided all of them so that they keep pace with recent development in the school subjects and teaching methodologies.

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

The members of the faculty are in direct contact with the teachers of different practice teaching school to get acquainted with the change in school education system through meetings and personal interaction.

The faculty members are given opportunities to attend and participate in seminar, conferences, workshop and extension lecturer in colleges and Department of Education, Ch. Charan Singh University, Meerut to keep pace with the recent developments in the school subjects and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use relevant tools and techniques.

Before starting actual practice teaching curriculum of concerned education board is provided to the entire student teacher as well as teacher educator.

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

The institution sends the teachers to various seminars and workshops for their personal and professional growth and development. Leave and other assistance, like use of resources (Computer, printer, Internet etc.) are provided to the teaching staff for research. Refresher courses on use of ICT are conducted by the experienced faculty from the other institute of Parent Society.

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

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

2.5   Evaluation Process and Reforms

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

The institution has a strong commitment for quality teacher education and every challenging situation encountered is properly defined and all the necessary

measures are taken. The barriers to student problem are monitored immediately. The environment of the institution is conducive to the student teachers potential actualization. All faculty members are motivated and devoted for the welfare of student teachers. Staff Council, Guidance and Counselling Cell and Various Student Committees have a keen observation to make them feel comfortable and contended in term of learning outcome. Student class room problem and campus experience are invited to share by the tutor and all the student teacher in-charge. Their requirement, suggestion, needs and problems related to sitting arrangements, books, transport, and canteen facility, medical facility, learning barriers, peer group disturbance or any other personal problem are properly identified and addressed. These problems are solved with the help of Faculty Members, Principal, Academic Counselor, Management committee of the college. The faculty members walk an extra mile for solving the learning problems of student teachers. Personal attention and care of faculty members facilitate all the student teacher to share his/her learning problem. Faculty member provide remedial teaching, repeat or modify the instructions delivered already and make change in their lesson plans and teaching aids and methodology.

COMPLAINT & SUGGESTION BOX is also providing an extra space to student teachers to share their view on different learning barriers in campus.

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

According to the curriculum, each student has to take four compulsory theory papers accordingly Teacher in Emerging India Society, Development of Learner and Teaching Learning Process, Essential of Educational Technology and Management and Development of Educational system in India and one optional paper according to choice in Educational and Mental Measurement, Educational Management & Administration and Environmental Education and the candidate can offer any two Method of Teaching subjects from Hindi, English, Social Studies, Mathematics, Physical Science, Biological Science and Commerce Practice. Each paper is of 100 marks. All marks are external. Practice Teaching and Related work is of 300 marks out of 300, 100 marks are internal and 200 marks external out of 200 external marks for 50x3 each examiner for teaching skill and practice teaching and 50 marks for viva-voce examination based on sessional works and skills of Teaching will be consulted by the board of Practice Examiners and 100 (Internal Marks) divided in to two parts practical sessional works (10x5) accordingly construction of test items and examination question papers (10 marks) scouting and guiding (10 marks) administration, scoring and interpretation of psychological test (10 marks) participating cultural activities (10 marks) case study/ action research

(10 marks) and internal assessment by two subject supervisor (50) accordingly 25x2 (internal assessment by each subject supervisor).

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

The Assessment/Evaluation outcomes are communicated to students through marks and remarks on answer sheets, assignments are corrected and remarked are returned to students for improvement of performance of students. We also motivate the students by announcing the results of various competitions in Morning Assembly and giving prizes on Annual Prize Distribution.

The results of Sessional/Term Examinations and University Examination are displayed on college notice board also acknowledge the achievements of student teachers. All internal marks keep confidential as per University norms. These marks are known to only faculty members. On the basis of these marks faculty members evaluate the performance of student and take necessary action to improve the performance of the student.

2.5.4 How is ICT used in assessment and evaluation processes?

Computers are used for the question paper setting, results recording and analysis. LCD projector, OHP, Audio-Visual aids are used for seminar presentation and skill developments in teaching lesson plans. Language Lab is used for analyzing and making correction in linguistic skills.

2.6   Best Practice in Teaching –Learning and Evaluation Process

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

At the beginning of the every academic year Principal's address and Orientation Program is organized to give general instructions and academic plan of the college to the students. Methods of evaluation, code of conduct are communicated to the students.

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

Before the commencement of academic year, a diary is given to all the teachers, it is mandatory for all the teachers to prepare annual teaching plan. It is communicated to the students. Annual teaching plan is implemented by all the teachers. The progress is checked by Principal on the last day of every week of month. Shortcomings / suggestions, if any, are discussed in co-ordination committee meetings. A copy of individual time-table is also submitted to the office. The syllabus is unitized according to the teaching schedule. Lecture method of teaching is supplemented with other methods. In these methods there is greater

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

The students after admission are assessed through periodic test, quiz programme, seminar, workshops, terminal examination, evaluation and University's Theory / Practical examination(s). Examination system is annual. Extra periods are conducted by teachers for educationally disadvantaged students. Personal attention is also given to slow learners. Advanced learners are challenged to work ahead of the rest by different means such as:

• Additional borrower's ticket is given to them.

• Students are also encouraged to take part in different activities organized by their associations and to appear for various competitive / entrance examinations.

• Personal guidance is given to the students.

• Progress of the students is communicated to the parents from time to time.

The college has introduced evaluation of teacher by students. College also has a method of evaluation of teacher on the basis of teacher's self-appraisal report, which is submitted at the end of every academic year. Principal goes through this appraisal report and suggestions, if any, are communicated to the concerned

teacher. Every month Principal visits every class in order to obtain feedback from the students. Innovative programmes are discussed in the coordination committee meetings. In the college good relations are maintained amongst teaching staff, administrative staff, technical staff and students. The college authority sees to it that harmony is maintained among all the units (teaching and non-teaching). All post of teaching staff is filled.

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

For the smooth delivery of instructional and curricular activity one full time person is designated as Academic Counsellor. The institution prepares a calendar of events. To provide interactive teaching learning, the methods followed are inductive, deductive, demonstration etc. The college prepares teaching aids in the workshops held regularly in the college. The college has 35 computers, a TV, Audio and Video Cassettes, DVD player, CD's, OHP, Slide and LCD Projector etc. The college gives liberty to all its Faculty members & Students to use ICT. The institution has established linkages with NCTE, Ch. Charan Singh University, Meerut of U.P. and other Colleges of Education in the state. The college has procured Reports and Journals from the Ch. Charan Singh University, Meerut of U.P. and other Colleges of Education in the state. Ch. Charan Singh University, other college staff and well educated persons are invited to give lectures to the

students and staff. These are mostly on topic related to the courses of study of B. Ed. Programme and social awareness. The college also subscribes to the NCERT and other national & international journals. Printed and non-printed materials also produced by the college for use of the trainees. Extension lectures by experts are also arranged for the students which are mostly on topics related to the curriculum.

Criterion

(III)

Criterion III: Research, Consultancy and Extension

3.1   Promotion of Research

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

The institution tries its best to motivate the teachers to take up research in education to keep abreast of the current knowledge and development in the field of Teacher Education. The library is equipped with vast variety of books and surveys. Various National and International Journals are also subscribed for the library. Broadband internet access is available to the Teacher Educators.

The college recently establish Research Activity Cell under the Guidance of Principal and staff members. The major role of the cell is to maintain a record of the research activities undertaken by faculty members. The institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave with certain seed money.

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

The institution being under graduate level, besides this we are trying to adopt research activities. It is in consideration of our future plans.

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

Yes, the institution encourages Action Research. From the last sessions Action Researches were performed by the pupil Teachers.

In each session i.e. 2013-14 and 2014-15, Pupil Teachers are divided into various groups with allotted topic. Each group performed Action Research on one topic during their Block Teaching.

Topics on which Action Research is performed are as follow:

1. To create a tendency among the students of Xth standard in a school about to use the library.

2. A study in a senior secondary school in order to organizing co-curricular activities.

3. Study about the teachers of science in a secondary school who do not use experimental demonstration method during classroom teaching.

4. A study about the students of VIIth standard in a senior secondary school regarding mathematics who do not use their geometry box.

5. A study about the students of geography of Xth standard who do not have skill of using Maps/Graphs or Atlas.

6. Problem of pronunciation in English spoken at Ixth standard of a senior secondary college of U.P. board Allahabad.

7. Problem of pronunciation in Hindi spoken at Xth standard of a senior secondary college of U.P. board Allahabad.

8. A study about the students of physics of Xth standard in a senior secondary school who face difficulties to solve the numerical problems.

9. Study about the late comers in a junior high school.

10. A study about lack of attention in relation to home assignment in a junior high school regarding the students of VIth standard.

Major outcomes of these researches are as follow:

After implemented Action Research, it has been seen that:-

1. Students of Xth standard in that school have took an interset in the use of Library.

2. The college administration and staff members have developed the habit in organizing co-curricular activities in concerned school.

3. The teachers have developed awareness regarding teaching of science in concerned senior secondary school.

4. It is seen that the students of VIIth class began to use their goemetry box during study of mathematics.

5. Most of the students in the subject of geography of Xth standard in a senior secondary school began to use maps/graphs and atlas while studying of geography.

6. Most of the students are being try to speak with correct pronunciation during conversation of English in that college of Ixth class.

7. It is seen that the students of class Xth are being tried to speak in hindi with correct pronunciation.

8. The students of physics of Xth standard in a senior secondary school have developed their numerical problem solving tendency during study of physics.

9. It is seen that the college administration developed awareness towards students who come late in that junior high school and oftenly miss their first period.

10. Teachers of junior high school began to provide and proparly check the home assignment.

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

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

The college management allows staff member to attend seminars and conferences. Sometimes it gives funds the registration fee amount plus on duty leaves. College resources could be utilized for preparation of research papers. The college has budget allotted under research and development to a reasonable extent. The college regularly conducts seminar relevant to the specific requirements or workshop for one day. The college bears the expenses for these programs.

Whenever a staff member is going out for a conference or seminar that teacher allots her classes to the other teacher who is available in the college. Therefore the students do not get affected in their routine work. The staffs also do not miss their classes but put in extra efforts to compensate the loss.

Four of our staff has enrolled for Ph.D and they consult the research guides and get the opinion and hence their research works are having sharp areas that need to be taken care of in teacher education. The principal is heading the research committee of the college. She helps in organizing seminars, training sessions for the college. The other members of the committee are very active in the college.

The following seminar and workshop was organized by institution:

(1) One day National seminar "**Innovative Practices in Teaching**"

(2) One day National workshop "**National Workshop on Preparation of Teaching Aids**"

(3) Two days National Seminar on "**Women Education: Challenges & Empowerment**".

(4) National Workshop on "**Action Research"**.

Seminars, conferences and workshop attended by staff member of Deoband college of Higher Education approximately in five year are 60.

3.2   Research and publication output

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

Quality education ensures overall development of the student – teacher and institute as well. The institute gives full support in enhancing the education. The rich library is the heart of any institute. It well stacked of books, journals, Periodicals, research papers for conducting quality education. Computers, Internet, OHP, LCD, Power Point presentation, Tape, Working models are the key factor in promoting quality education.

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

The college provides ICT laboratory, workshop, library, laboratory facility for preparing teaching aids. Art and Craft Room is also available in the Institute to prepare the Models. Institute is ready to bear the cost for working Models.

Publication Unit of the Institute is responsible for printed instructional material. Question Banks and Transparencies also prepared by the Teacher Educator.

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

Yes, the institute develops ICT enabled instructional materials.

The following instructional material is available in the ICT centre:

1. Various Flow Charts on Various Organizational Systems.

2. Practice Lesson Plan Demonstration Clip.

3. Transparencies on different topics are available in the ICT Lab.

4. Audio-Visual material from NCERT is subscribed by the institution.

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

a. Organized by the institution

1. **"**Workshop on Teaching Learning Material Development"**.**

2. One days training program on "New Trends in Teaching Aids" organized by the institute.

b. Attended by the staff

1. Workshop on "lesson plan" attended in S.V. Subharti University, Meerut by
Dr. Manoj Choudhary.

c. Training provided to the staff

1. One Day Orientation Program on **"Personality Development and Presentation".**

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

Dr. Mohd. Abid

National Seminar

> ➢ Paper Presented in National Seminar on "**Role of ICT in Technology and Management**"

> ➢ Workshop cum awareness programme about "**NAAC for enhancement and sustenance the quality**" of Higher Education.

> ➢ National Seminar on "**NAAC Awareness Programme**" in Choudhary Charan Singh University, Meerut.

> ➢ Paper Presented in National Seminar on "**Innovative Practices in Teacher Education**".

PAPER PUBLICATIONS:-

> ➢ Research paper published in **Indian Journal of Psychometry & Education** in 2008.

> ➢ Research paper published in **International Journal of Education and Allied Sciences** in 2010.

➤ Research paper published in **VSRD International Journal** in June 2011.

➤ Research paper published in **Journal of Scientific and Applied Research** in July 2011.

➤ Research paper published in **Journal of Scientific and Applied Research** in Dec 2011.

➤ Research paper published in **Sadbhavna Research Journal of Human Development** in June 2012.

➤ Research paper published in **Spectrum: A Journal of Multidisciplinary Research** in July 2012.

➤ Research paper published in **National Journal of Humanity and Applied Science** in July 2012.

➤ Research paper published in **International Journal of Scientific Engineering Research** in Oct. 2012.

➤ Research paper published in **VSRD International Journal** in Sep. 2012.

➤ Research paper published in **Futuristic Trends in Physical Education National Journal** in Jan. 2013.

NATIONAL SEMINAR/WORKSHOP AND PAPER PRESENT'S :-

➤ Paper presented in 52nd Annual All India Conference of **IPSA** at **C.C.S. University Campus, Meerut** in 2003 and its topic "**politics in Utter-Pradesh**".

➤ Paper presented in National Conference at **Banaras Hindu University, Banaras** in March 2009 and its topic "**teaching stress activity**".

➤ Participated in 3rd National Workshop at **L.N.I.P.E., Gwalior** in Year 2009 and its topic "**research proposal preparation and research in education and sports**".

- ➢ Participated in National Workshop at **s.v. Subharti University campus, Meerut** in 2010 and its topic "**lesson planning: a complete view**".

- ➢ Participated in National Seminar at **N.A.S College, Meerut** in 2010 and its topic "**Emerging Indian Society: Issues & Planning**".

- ➢ Participated in National Workshop at **Aligarh Muslim University, Aligarh** in 2010 and its topic "**relevance of yoga and physiotherapy in stress and injuries management**".

- ➢ Paper presented in National Seminar at **Mata Gurdev Kaur Memorial Edcational Institute, Mansa, Punjab** in 2011 as topic "**Role of educationist in Promoting Value Education in India**"

- ➢ Paper presented in National Seminar at **Sri Ram College, Muzaffarnagar** in 2011 as topic "**right to education act: problems and challenges**"

- ➢ Paper presented in National Seminar at **D.D.R. College, Gurgaon** in March 2012 as topic **"Innovation in teaching and learning".**

- ➢ Paper presented in National Seminar at **Surya(P.G.) College of Education, Tohana** in Feb. 2012 as topic **"Family Education: Problems, Issues & Possibilities".**

- ➢ Paper presented in National Seminar at **C.C.S. University Campus, Meerut** in April 2012 as topic **"Threats to India's internal Security: need for a new strategy".**

- ➢ Paper presented in National Seminar at **Amity University, Noida** in Jan. 2013 as topic **"Futuristic Trends in Physical Education & Sports".**

INTERNATIONAL SYMPOSIUM/ SEMINARS AND PAPER PRESENTS :-

- International Symposium at **Noida College of Physical Education, Noida** in 2011 as topic "**global way of sports in 21st century**".
- Paper presented in International Seminar at **Punjabi University. University Campus, Patiala** in Jan 2013 as topic "**Leadership in Games and Sports**".
- Paper presented in International Seminar at **Meerut College. Meerut** in April 2013 as topic "**Bileteral Strategic and Economic Cooperation between India and Thiland**".

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

> Nil

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

> **Nil**

3.3 Consultancy

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

No, paid consultancy is not provided yet by the Institute. But the institution provides free consultancy for UGC/NET, S-TET, C-TET and others to Various Competitive Examination and provides related information about the course to the students by the institution well educated faculty.

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

1. Dr. Mohd. Abid (Principal)- providing consultancy free of any cost every year three month for General Math& Reasoning for BPL(Blow Poverty Line) students at their home. Inside the college they are prepare students for competitive exams as well as NET, S-TET, C-TET and course related consultancy.

2. Mr. Ajay Kumar- Inside the college they are prepare students for competitive exams as well as NET, S-TET, C-TET and course related information free of coast.

3. Dr. Manoj Choudhary- Inside the colleges they are prepare students for competitive exams as well as NET, S-TET, C-TET and Indian Constitution course related information free of coast.

4. Dr. Nitendra Singh- Inside the college they are prepare students for competitive exams as well as NET, S-TET, C-TET and course related information free of coast. Free English speaking course.

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

NIL

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

NIL

3.4   Extension Activities

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

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

The college runs out-reach programmes like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, AIDS awareness programmes, anti-tobacco campaign, observing human rights days, legal literacy day and organizing awareness programmes for diabetic persons, awareness about fire-fighting techniques etc. The institute provides lot of opportunity to the local community by organizing programs in respect of extension activities as rallies, plantation and cleanliness activities etc. Students teachers actively participate in "pulse polio programs, female foeticide, swine flu, and ill effects of fluoride" are few problems that can be easily violated by providing knowledge on behalf of student-teachers.

Extending help to the teachers of adopted school with regard to capacity building is an innovation being successfully tried by this college for the last three years. Students and teachers are encouraged to participate in various extension activities. Their achievements are appreciated in weekly assemblies. They are given responsible work in the important functions of the college.

In addition to these the college has a designated person for extension activities who runs various extension activities.

3.4.2. How has the institution benefited from the community?

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

The institution has an informal institution - school – community network. Almost 04 schools have been tie-up with us for practice teaching. All the staff members and head of these schools are friendly & cooperative with our student as well as teachers. This is helpful to us in giving quality education. Local community very helpful to us in organized various activities like celebrating national festival, extension activities camps etc.

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

The future plan of the institution for providing community orientation to students is to adopt a village "Sakhan Kalan Khurd". The main activities in this village taken up will include;

(a) Conducting literacy campaigns,

(b) Women empowerment programme through a tailoring centre,

(c) Subscribing and supplying newspapers and magazines to the adopted villages,

(d) Cultivation of medicinal plants as Alo-vera, Gloy.

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

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

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

The institution develop social and citizenship value and skills among its students through runs awareness programmes on Aids, Environment Education, Health, Hygiene Awareness, campus beautification awareness etc. The college runs

out-reach programmes like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, AIDS awareness programmes, anti-tobacco campaign, observing human rights days. The institute develops these skills among students by organizing various programs or extra co-curricular activities as play, extempore, debate, sharmdan etc.

3.5 Collaborations

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

The institution has linkage with NCTE, NCERT, Ch. Charan Singh University, Meerut, RIP New Delhi, IOSR Gaziabad. This linkage helps institution in enhancing the quality of teaching.

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

RIP New Delhi, IOSR Gaziabad, VSRD International Kanpur. This linkage helps institution in enhancing the quality of teaching.

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

Teaching: - Various journals & study material of NCERT and

NCTE is helpful in enhancing the teaching quality.

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

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

Research: - The faculty members of Ch. Charan Singh University, Meerut very help full to our college and staff members.

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

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

At present the institution has linkages with 04 schools for practice teaching, block teaching, criticism lesson and for final lesson. Action research is also carried out by the institute to remediate the community problems.

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

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

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

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

3.6   Best Practice in Research, consultancy and extension

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

The institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave with certain seed money. The college has a research committee. The institution supports to the extent of Rs.5000/- to a teacher for completing their research degree. The college provides ICT laboratory, library facility, laboratory facility to pursue the research activity.

The college runs out-reach programmes like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, AIDS awareness programmes, anti-tobacco campaign, observing human rights days, legal service day and organizing awareness programmes for diabetic persons, awareness about fire- fighting techniques etc. Extending help to the teachers of adopted school with regard to capacity building is an innovation being successfully tried by this college for the last three years. Students and

teachers are encouraged to participate in various extension activities. Their achievements are appreciated in weekly assemblies. They are given responsible work in the important functions of the college. In addition tothese the college has a designated person for extension activities who runs various extension activities. By conducting action research, organizes of seminars and by inviting eminent body of the society (Educationist, Researchers, Lawyers, Social-worker etc.)

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

The institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave with certain seed money. The college has a research committee. The institution supports to the extent of Rs.5000/- to a teacher for completing their research degree. The college provides ICT laboratory, library facility, laboratory facility to pursue the research activity. Organizing various community capacity building and livelihood programmes including those related to gender and health.

Criterion

(IV)

Criterion IV: Infrastructure and Learning Resources

4.1   Physical Facilities

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

The institution has physical infrastructure as per NCTE norms. The best facilities for teacher education are provided by the institution. A necessary and sufficient amount is allocated in the budget for development of the infrastructure in every aspect. Various infrastructure facilities are provided by the institution are:

S.No. Infrastructure Facilities available at the institution

A. **Games & Sports Facility**:-Institution facilitates with play ground and outdoor sports/games equipment's.

B.   **Building of the Institution;**

1. **Principal Office**:-Principal Office is situated in the institution building at the ground floor.

2 **Management Office**:- Management Office is situated in the institution building at the ground floor.

3. **Classrooms** Institution has five (05) spacious and fully furnished classrooms.

4. **Guidance & Counselling** Cum Placement Cell Facilitates for Counselling to the Students. Placement cell for assisting and guiding the applicant for Competition Examination & Higher studies.

5. **Smart Classroom** well equipped latest technology enabled. Smart Classroom is available for the students at the ground floor.

6. **Staff Room** well-furnished staff room is situated at the Ground floor with attached wash room.

7. **Administrative Office** for the administrative work is situated at the ground floor.

8. **Multi-purpose Hall** It is in the building and has seating capacity of 250.

9. **Store/ Record Room** facility Institution has two rooms to keep the routine required material, damaged and obsolete articles.

10. **Art & Craft Workshop:** Art & Craft Workshop is available where a Student works on the principle of learning by doing.

11. **ICT Lab**: A well-equipped educational technology-cum-computer lab is situated at the Ground floor which is enabled with LANGUAGE LAB software.

12. **Science Resource Centre** fully equipped science and mathematics lab is present on the ground floor of the building.

13. **Psychology Laboratory**: Psychology lab is situated at the Ground floor with sufficient Tests and Apparatus.

14. **Social Science Laboratory**: well equipped with Charts & working Models.

15. **Girls Common Room** Spacious girl's common room is available.

16. **Sports Room:**- Sports Room with necessary & required sports equipment's & indoor Game Facility.

17. **Hostel Facility** for girls & boys.

18. **Library**:-Library and reading room having area of 1550 Sq.ft. is available in the college building.

19. **Safe-guard** against fire Institution has sufficient fire extinguisher for the safe-guard against fire.

20. **Parking facility:**- Institution has an adequate space for parking the vehicles.

21. **Canteen**:-Canteen facility to cater need of the staff and the students is available in the institution.

22. **Reception & Guard Room** For the information and direction of the visitors and for the security of the campus, Reception & Guard room is situated at the entrance of the college premises.

24. **Boy's Common Room** Adjacent to Washroom for retiring and Lunch Break.

25. **Seminar & Conference Hall** Separate facility for Seminar & Conference is available in the institution.

An approx. amount of more than 20 Lac. is invested for developing the infrastructural and institutional facilities. Annexure- (Accommodation (Master) plan of the building annexed with this report)

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

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

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

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

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

Multipurpose Hall: - The multipurpose hall with a seating capacity of 250 persons is there in the institution for provides a common platform to students, faculty and renowned educationists for regular interfaces, conferences, seminars and morning assembly. Many cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with appropriate lightening system and communication tools like public addressing system.

Sports Facility:-Following grounds are available for sports activity;

1. Volley ball Court 18 x 9 meter

2. Handball court 40 x 20 meter

3. Indoor games

4. Track and field equipments

5. Facilities of Kabaddi,

6. Chess and Carom Board

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

| NIL |

4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (restrooms for women, wash room facilities for men and women, canteen, health centre, etc.)

Various facilities are available with the institution to ensure the health and hygiene of the staff and students.

Medical Facilities:-To ensure the well-being of the staff members and student teachers, college campus has Medical Centre which has all the basic facilities for first aid. The services of consultant doctors are always available in the hours of need, hospital adjacent to the institution. The institution organized many camps where regular check-up of the student-teachers is done. Provision of wheel chair for handicap students is also made available by the institution. Use Me & Dustbins at various locations throughout the institution are made to maintain the cleanliness of the institution.

Girl's & Boy's Common room facility:-Separate common room facility is provided for girls and boys where they can relax during their academics if time

permits. Common rooms are furnished with comfortable chairs, tables and amusement facilities. Common rooms fulfil with indoor sports facilities.

Canteen:-In the College campus there is hygienic place for canteen which caters hot and cold drinks and snacks with proper seating arrangement. The canteen is well equipped. An advisory committee was constituted to ensure the quality and to take care of proper functioning of the canteen.

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

Yes, college having separate Hostel, for Boys and Girls. Both are fulfil with recreational & sports facilities. Capacity is as per students requirements properly.

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 un- spent balance if any.

• Building

• Laboratories

• Furniture

• Equipment's

• Computers

• Transport / Vehicle

The management has plans and facilities for development and expansion of infrastructure. Maintenance of existing infrastructure resources is looked after by the Advisory Committee and a standing committee with faculty and student representatives. Budget provisions are optimally made for maintenance of various services in the college like:-

•Servicing and repairing of computers, printer, Photostat machine and fax machine.

•Gen-set running and maintenance.

•Maintenance of equipments of all laboratories.

•Replacement of old furniture.

•Regular repair of fans and all electric points.

•Regular white wash/Paint of the institutional building.

•Refilling of fire extinguishers.

•Generator service.

•Regular pruning of plants.

•Maintenance of Lawns & Gardens.

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

Physical Resource Management Committee is directly associated with the optimal use of resources. Committee is regularly check the utilization of

infrastructure facilities established in the college, library and sports facilities are kept open for the students and faculty during working hours and extended hours when ever required. The physical infrastructure is judiciously and optimally put to use.

The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure.

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

The institution is located in a pollution free area and in a peaceful atmosphere away from the city's hustle and bustle. The institution considers the environmental issues associated with the infrastructure. The institution is situated in the institutional area of the city, calm surrounding with a complete pollution-free campus. The college campus has lush green lawns, flower beds and rare distinct plantation. The classrooms are spacious with proper cross ventilation and adequate natural light.

4.3   Library as a Learning Resource

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

Institution has a qualified librarian, assistant librarian and an attendant to support the library work.

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

The college has a well stacked automatic (software) library with 5235 books. Twenty Three Indian Journals are subscribed in the library and 06 International Journal is also subscribed. There is an adequate space for reading. 05 books are issued to each B.Ed. student for 15 days. Each staff member can get 15 books for whole year.

The library has a Five-member advisory committee which meets four times during every session. The library stock and services are now being partially computerized on MIS for Library. The library has a photocopier, a functional internet terminal and 30off-line learning CDs/DVDs as digital resources. The library functions from 10:00AM to 4:00PM hours on all working days.

During the Examination days is opened for 4 hours from 10:00AM to 2:00PM. The reading room can accommodate 50 students at a time.

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

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

The library has a Six-member advisory committee which meets four times during every session. This committee is headed by the Convener from the Faculty member and other two faculty members, librarian and a student representative. Faculty and students are provided with regular reader advisory service and also user orientation programmes are frequently organized to familiarize and encourage students and staff to optimal utilizes the library.

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

Yes, the college library is fully computerized yet. All the records are maintained digitally. Book Accession, Issue, and Journal &Periodicals record is kept in the Library Management Software.

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

Yes, the institution library has computer & internet facilities. There are three Computers with printer and Xerox machine. An active internet connection is available in college library.

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

The institution does not have the facility of Inflib net/Del net/IUC as it has not signed any agreement and not joined any consortium. But in future it has decided to join the UGC

Consortium i.e. Inflibnet / delnet.

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

The library is kept open throughout the year except National Holidays. Daily working hours of the library are 6 hours i.e. 10:00am to 4:00 pm.

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

Staff members and students come to know about new arrivals in the library through regular notice, display on the notice board placed in the library.

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

The institution's library does not have any book bank facility. But the student-teachers are allowed to retain the books during the examination period. 20 set are reserved for the economically weaker students. The institution is planning to establish a book bank in the near future.

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

For easy accessibility to the library, it is situated at the ground floor of the building. Librarian personally attends the physically challenged student-teachers.

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 established well equipped laboratory to promote ICT activities.

SMART Classroom-

Latest technology enabled Smart Classroom is available for Faculty Members & Students to interact latest trends in the field of Education. It provides wide platform to the students towards future classrooms.

Language Lab-

A software base Language Lab is established to improve the Communication Skills of the Pupil Teachers. In this software two modules viz. Teacher Module and Student Module is available to train the students.

ICT Centre-

The institution has an advanced ICT Centre, which provides computing facilities. 25 computers are interconnected through LAN. A wide range of software like MS office, Application Software and Antivirus are available. Communication and printing services are also available. Broadband connection for Internet is available in the lab. Software in the form of CD's based upon various subjects like linguistic skills, children with special needs, information and communication technology, health and fitness, value education, environmental education, teaching and teacher behaviour are available. Institution also does video recording of micro teaching and real teaching practice lessons presented by the student teachers. This lab comprises of advanced educational technology equipments which contribute a lot in modern teaching - learning practices. The lab comprises of various equipments like over-head projector, slide projector, and audio- video aids, slides and transparencies meant for effective teacher training. Public address system is available. Student teachers are given training in handling these equipments and using them in making teaching effective.

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

Proper consideration is given for the use of ICT while implementing the curriculum. In which student teachers learn working and the use of all the technological aids available in the college. They also learn the skill of handling these equipments and their effective use in teaching learning process. Teacher provides necessary instructions to the students regarding the course content and skills regarding the use of these equipments. By implementing the subject computer education basic computer skills are imparted to the students. They are taught about information technology, internet, e-mail etc. The students are taught about MS Word, MS Excel, and Power Point Presentation and Application software. Various books on computer education are also available in the library.

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

Staff members of the college are proficient in the use of ICT. They teaches the students in their respective teaching subjects like teaching of Social studies, Science, English, Hindi and Environmental Education by using CD's, transparencies, power point slides through computers and over head projector.

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

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

4.5 Other Facilities

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

Instructional infrastructure is optimally used by the institution. The institution shares its facilities with the community. The services of teachers of this college are furthered in giving extension lectures. The teachers of this institution visit other institutions and act as judges in other institutions functions. Faculty members of this college are invited many times by the other institutions for guest lectures and as a resource person. The audio- visual aids like charts and models prepared by the student teachers are donated to the practice teaching schools and schools situated

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

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

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

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

The following laboratories are available with the institution:

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

2. Science and Mathematics Lab:–The lab comprises of various charts, models, specimens, apparatus, equipments, chemicals and reagents related to Physical and Life Sciences, microscope, specimen of human skeleton etc., are also available. The lab also comprises of different types of charts, pictures related to mathematics, static and dynamic models, weighing and measuring instruments, geometry kit and collage, thermometer, bar magnet, pulleys, beads, balls, sticks, pebbles, match bones and stencils for geometrical figures.

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

4.   ICT Centre (Educational Technology cum Computer Lab)

Computers on LAN, printer, overhead projector, slide projector, LCD, television, CD Player, audio and video material related to curriculum are available in this lab.

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

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

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

Sports:-Running track for athletics, field for organizing games like kabbadi, badminton, volleyball, handball and cricket is there and material for games like chess, carom board is available.

Transport:-The College provides bus facility from adjoining areas of the college campus both for teachers and students.

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

The institutions have modernize classrooms for the use of latest technologies for teaching. The classrooms equipped with capability of using LCD projector.

4.6   Best Practices in Infrastructure Resources

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

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology. Well qualified faculty is there and they use ICT Lab, LCD projector, overhead projectors and power point slides for teaching. Most of the teachers participated in the workshop and have got training by an expert about the use of computer in teaching. Use of ICT, inductive thinking strategies and problem solving methods are used for teaching. All the teachers are proficient in using computers for teaching. Teachers create such situations for providing teaching conducive environment to the students for appropriate learning. Smart Classroom and Language Lab is available for the students to make them competent in the use of modern technologies.

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

Smart Classroom, ICT centre and Soft Language Lab are played a vital role to enhance the quality. Use of latest technology gives perfection among the students and their competence. During teaching practice, student teachers are given training about the use of EDUSAT for teaching.

• Every student-teacher is taught about the basics of computer.

• Student-teachers use ICT for preparing their lesson plans and seminars.

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

• Latest Technologies are adopted by the institution.

• Use of Smart Classroom and Soft Skill Lab prepares Students to face the Future Classrooms.

• The institution is situated in peaceful environment and free from all types of pollution.

• The building of the institution is earth quake resistant.

• The institution provides furnished classrooms and well equipped laboratories for smooth functioning of teaching learning process.

• Resource Centres caters the need of Students and Faculty members.

- To ensure the optimal use of resources like Library &resource centres, is monitored by the Advisory committees.

- 'Complaint Suggestion box' is also available in the college premises. The needs of students and suggestions in the suggestion box are attended on priority.

Criterion

(V)

Criterion V: Student Support and Progression

5.1   Student Progression

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

The institution organizes many competitions, time to time in order to access and enhance the professional competency of the student – teachers. The student teachers are sent to school for their practice teaching in real situation, where the student–teachers are encouraged to participate in administrative as well as academic activities of the school like organization of competition, organizing morning assembly, participation in Mid-Day meal Programme and maintaining discipline etc., They also find out the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor) and school staff. The schools heads and the teachers provide suggestions to the student – teachers about teaching and managerial skills during their practice teaching. They are encouraged to participate in various activities of the programme. The programme includes cultural activities like Solo Dance, Group Dance, Drama, Mimicry, speech, Solo song, Group Song, Poster making, Mono acting, College magazine etc. are other resources of learning and progression.

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

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

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

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

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

Only 16 Students are drop out since 2012. There is no major issue is encountered during this course of drop out.

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

After completing the B.Ed. course from college, a large number of our students got jobs in various private and government schools. As per our information, almost 70 % of our students from previous batches working as teachers in various govt. & private schools and colleges on regular / contractual/ temporary basis. About 30% of our students go for higher studies through regular and distance education courses.

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

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

Every year an average of almost 30% of our students goes for further studies in various courses such as Post Graduation, M.Ed., etc. through regular and correspondence courses. Almost 70% students of our college choose teaching as their career and working in various government/ private and public schools on regular / temporary / guest/ contractual basis.

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

At the beginning each session the students are well oriented about the functioning, rules, facilities and resources available in the college library and in the campus. The students can easily access the library facilities during the working

hours. They can easily get the library resources like books, encyclopaedia, journals, language learning resources (CDs, Books and Manuals etc.), magazine, etc. Student teachers are allowed to use Internet facility & computers available at the library. These facilities are also easily accessible to the old students by the permission of the Principal.

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

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

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

Yes school appointing body not want to come college and all schools not gave same time & Date for interview.

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

The requirements of the faculty in the practice teaching schools are collected at the time of teaching practice sessions and at the end of each session student-teachers are informed and facilitate to get job in the school of their choice. During

the practice teaching at the schools the heads of the concerned schools are allowed to observe the lessons delivered by the each student teacher so as to select for their schools.

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

All the resources like Computer, Printer, Xerox Machine and Internet etc. are provided to the Placement Cell. Office and Secretarial assistance is also available for this cell.

5.2   Student Support

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

For the effective implementation of the curricular, co-curricular and other activities, the institution systematically plans and evaluates all the activities in its academic calendar of the year. If need arises, necessary modifications are made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all the activities. The academic calendar is planned by the Academic Planning committee of the college. The committee analysis the different conditions and academic calendar of the university and prepares an initial draft for

various curricular, co-curricular activities of the year. Then this draft is discussed in the staff council meeting and necessary modification has been done according to the suggestions of the staff council.

After the approval of the staff council and administrative authorities of the college, the final draft of the academic calendar is prepared, implemented and circulated to all the staff members and also notified to the students. Various curricular, co-curricular & extra–curricular activities are planned for their effective implementation. Various co-curricular & extra – curricular activities including extension lectures, community participation, organization of morning assembly, time table, examination schedule, sports meet, celebration of important days such as Eid, Diwali, Holi, Lohri, International Women's Day, Science Day, Republic Day, Environment Day, Hindi Week etc., are well planned in advance by the committee in the beginning of the session. In spite of all the various competitions like Talent Hunt, Inter House Quiz competition, Speech, Poetry Recitation, Drama / Skit, drawing &painting etc., are also planned in advance and all this planning is communicated well in time to the students, teachers and administration for their reference. Feedback on the academic calendar is invited from the teachers in staff council meeting and from students is through tutorial meetings & suggestion box. For effective implementation of the curricular, co-curricular and extra-curricular activities mentioned in the academic calendar various committees are constituted by

the institution. Each committee is headed by a convener and to assist him/her there are teacher-educators are as members. The various committees constituted for the purpose are:

S. No. Committee /Cell/ Unit

1. Admission Committee

2. Discipline Committee

3. Academic Cell

4. Library Committee

5. Extension Activity Cell

6. Cultural Committee

7. Examination Cell

8. Tour Committee

9. Publication Unit

10. Grievance & Red ressal Cell

11. Guidance &Counselling

12. Placement Cell

13. Women's Cell

14. Staff Council

15. IQAC

16. Sports Committee etc.

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

One Class Room and One Tutorial Room is situated at the ground floor to fulfil the needs of physical challenged students. Most the labs are provisioned on the ground floor to cater the needs of the physical challenged students.

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

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

Tutorial Groups:

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

House System:

The institution has introduced House system from the beginning of the college. There are mainly four houses constituted i.e. Moulana Azad, Mother Teresa, Ravindra Nath Tagore & Gandhi. Every week a house on duty organizes the various activities of the week including daily Morning Assembly, Displaying News,

Thoughts, and Current Events etc. Regular house meetings are provisioned in the time table to discuss & plan the activities of the week. Students are encouraged to participate in the various activities and competitions of the college in these house meetings by the mentor teachers.

Guidance & Counselling Cell:

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

Women Cell:

The institution has a Women Cell to sensitize the teacher educator and student teachers about gender issues. This cell organizes different activities regarding gender sensitization and role of women in the society.

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

The college organizes various workshops, extension lectures and seminars at college level for enhancing the effectiveness of faculty in teaching. Workshop on Micro teaching is organized every year before the orientation programme of the Micro teaching. The faculty members are encouraged to attend and participate in

various Seminars and workshops for enhancing their effectiveness in teaching and other skills. The workshops, seminars and other programmes attended and participated by faculty members are already has been discussed in the criterion-III of this report.

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

Yes, the college has its updated website i.e.

http://dcheducation.co.in

The following information has been posted on the college website:

- Programme offered.

- Eligibility criteria for admission.

- Admission policy and process.

- Academic calendar.

- Infrastructural facilities available for teaching/learning.

- Sports, Residence, Research and Recreation.

- Fee structure.

- Details of Faculty.

- Details of Laboratories and Library facilities.

- Image gallery of various functions.

- Latest news and upcoming college activities.

- Contact details & Guide Map of the college.

- The college website is updated regularly.

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

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

1. Providing extra time to such students.

2. Using more sophisticated teaching aids.

3. Encouraging student teachers to visit Library frequently.

4. Assigning them more practical and field work.

5. Organizing special class seminar for these students.

6. Providing necessary guidance for examinations & other works.

7. Providing such cordial environment in which they feel free to consult their concerned teacher.

5.2.7. What specific teaching strategies are adopted for teaching?

Teaching strategies are developed according to the needs and pace of learners. Extra time is provided to these learners to finish off their class work. Special classes and tutorials are arranged for the betterment of slow learner.

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

Tutorial groups and house meetings are organized to solve the individual problems of the students.

There is Guidance & Counselling Cell to provide guidance and support to the student-teachers in their personal, academic &social matters. Guidance & Counselling Cell aware to the students about the opportunities after doing B.Ed. course.

Women Cell helps female student-teachers to solve their problems and provide guidance in different areas.

5.2.9. What is the grievance redress al mechanism adopted by the institution for the students? What are the major griev ancesredressed in last two years?

Tutorial Groups, Women Cell, Guidance & Counselling Cell are established for grievance redressal of the students. All the problems of the students are reported and entertained through these cells. Suggestion box is there in the mechanism to

record the grievance if any of the students. The grievances are being addressed with proper care and redressed to the satisfaction of the student-teachers.

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

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

The cultural and social progress of the students is monitored through their participation in Morning Assembly, college functions, guest-lectures on various aspect, competitions at college level and competitions at other colleges etc. After monitoring the progress of the students in different areas, necessary feedback, advice and guidance is provided to them for improvement. Feedback is provided by the mentor teacher in the tutorial groups and in house meetings.

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

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

Practice Teaching

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

5.3   Student Activities

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

a. List the current office bearers.

b. Give the year of last election.

c. List activities of last two years.

d. Give details top ten alumni occupying prominent possible.

e. Give details on the contribution.

Yes, the institution has Alumni Association. Since the Alumni Association is going to be registered in the session i.e.2011-12. Our first Alumni Meet is organized in March-2012. Most aluminise sporting our college enrichment and guide new students academically.

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

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

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

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

1. Students' articles, thoughts, poems, national issues etc. are invited for different sections of the college magazine. They submit all the material to respective subject editors (Teacher In-charge).

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

3. Beside all this various exhibitions like charts & model exhibition, Teaching aids exhibition, Drawing & Painting competitions etc. are also organized to provide an opportunity to the students to exhibit their talent.

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

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

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

The institution provides an opportunity to all the students for being part of almost every activity. For this purpose institution has house system in which there are four houses and from each house two student-teachers are elected as house representatives.

These house representatives are consulted every time when any decision has to be taken for the students whether it is selection of uniform or organizing educational tour or organizing any function of the institution etc. The various committees, which have student's representative on it, are:

1. Alumni Association

2. Houses

3. Discipline Committee

4. Sports and Games Committee

5. Library Advisory Committee

6. One Student Representative also include in Management committee.

7. Physical Resource Management Committee

8. College Magazine Committee

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

Yes, the institution has mechanism in the previous years; the feedback has been taken on a UGC sample Feedback Performa generally by the Principal & teachers time to time. "Complaint & Suggestion Box "is available where students can put their suggestions & feed back with or without their names. From the current session institution has devised to collect feedback from student-teachers and alumni.

They are:

1. **Student Feedback on Faculty**

2. **Feedback on Curriculum**

3. **Feedback on Practice Teaching by Teacher Educators& Stake holders**

4. **Feedback on Practice Teaching by Staff of Practice Teaching Schools**

5. **Pass out Student Feedback about college**

6. **College Feedback from Visitors**

With the help of these six Performa, the institution will collect the feedback from the students and then will use the data for the improvement of the programme.

5.4   Best Practice in Student Support and Progression

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

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

- Guidance and Counselling Cell

- Women Cell

- Suggestion Box

- Tutorial and Sadan/ Houses system

- College Magazine

- Alumni Association

- College Website

- Representation in Various Academic Committee

Criterion

(VI)

Criterion VI: Governance and Leadership

6.1. Institutional Vision and Leadership

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

The institution was set up keeping in view various purposes, vision, mission and values. The important ones are as follows:

PURPOSE:

• To prepare teachers who are sincerely dedicated towards the Society.

MISSION:

• Serving the society by inculcating values such as dignity of labour, equality of genders, protection of environment, responsible use of mass media, respect for traditions and cultural heritage.

• Enabling teacher educators to do away with stereo typed patterns of teaching by replacing them with a fresh approach to teacher education for promotion of creative excellence.

• Providing maximum placement opportunities and developing teacher's personality, professional competence and employment skills.

VALUES:

To inculcate moral and religious values through morning assembly, prayer, meetings and talks by teachers. Develop the cultural values by arranging various

inter-house competitions and celebrating festivals and aesthetic values by arranging events related to art competitions, flower making, pot making, Rangoli, Mehandi, candle making, drawing poster making etc.

VISION:

Our Endeavour is to give the nation future educators with qualities of intellectual competence, commitment, character, diligence, discipline, dynamism, versatility and entrepreneurship. Thus the institution promises to impart holistic education and instil higher values thus making the nation builders technologically superior and ethically strong.

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 institutions goals and objectives according to the needs of the society.

Goals are as follows:

• To uplift the standard of education.

• To guide and direct the youth towards noble profession of teaching.

Objectives of the Institution:-

• To bring out efficient enthusiastic and excellent teaching community.

- To make the teachers capable of following recent trends in the teaching Methods.

- To understand Philosophical, Sociological, Psychological and Economic bases of Education.

- To develop skills necessary to use emerging technologies.

- To develop interpersonal skills, communication skills &spirit of inquiry.

- To adopt teaching profession as a means of social service along with education.

- To imbibe a penchant of learning, to serve the nation being a teacher.

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

The Principal presents the budget and gives an outline of the academic plan to be perused in a particular year in an official meeting with the management that normally takes place in the beginning of every academic year.

The Principal allows enough freedom to the staff and gives a freehand to carry out their duties in a manner that fulfils the desired goals of the institution.

At the end of every year, the Departments meet for annual evaluation and planning. The Principal also meets the staff in a year end meeting to take stock of

the year's achievements and compare them with the goals set at the beginning of the year.

Committed points of Management

- To impart quality teacher education.

- To develop intelligent, well informed, disciplined and socially responsible teachers, reincarnation of values into the student-teachers and teacher educators.

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

- To elicit the co-operation of all stake holders.

- Ensure and develop mechanism for monitoring and sustaining a work culture, commitment and passion for attaining the institutional goals.

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

Composition & Functioning of Board of Management Composition:

S. No	Name	Office Bearer Designation
1	Dr. Zarif Ahmed	President
2	Moulana Saeed Ahmed	Vice-President
3.	Dr. Qumruzzama Qureshi	Chairman
4.	Mrs. Madhat Jahan	Vice- Chairman
5.	Dr.Sabiha Jamal	Financial secretary
6.	Dr. Kashif Naz	Member
7.	Mr.Inamul Haq	Member
8.	Mr. Kursheed Alam	Member
9.	Mr. Md. Shahid	Member
10.	Mrs. Bushra Khalid	Member
11.	Mr. Saeed Ahmed	Member
12.	Md. Rizwan	Member

Functioning

Management provides infrastructure and financial aids to the institution for carrying out teaching - learning process smoothly.

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

The management remains in touch with the Principal through out the year and keeps track of the various activities of the college. Besides, the Principal keeps the management informed about the goings on in the college and passes on

whatever information he gathers from reliable sources to the management for their perusal in action.

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

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

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

The institution identifies and addresses the barriers in achieving the vision/ mission and goals in the following manners:

- Developing and implementing mechanism in the informal/direct/ indirect way.

- Various committees have been constituted for smooth functioning of the institution.

- The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees, head of the institution and the management in the staff, academic meetings and remedial measures are identified by taking in to consideration the suggestions provided by the faculty members. The concerned committees deliberately works for various qualities related issues pertaining to teacher education being imparted by the institution.

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

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

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

The Head of the Institution (Principal) has to play the following role of leadership in governance and management of the institution.

Principal plays a role of mediator between management and employers or students of the college. He participates in management meetings or meeting with top management. Here presents the staff and students and conveys their views. He plays a role of bridge between both the sides and coordinates the things in order to obtain optimum satisfaction.

Principal of the institution provides requisite leadership to the system. He continuously supervises the working of teaching and non-teaching staff and gives suggestions for their improvement. The head of the institution constituted various committees after discussing in the Staff Council and has allocated and assigned the institutional work to these committees. The work of each committee is coordinated by a convener. The recommendations of these committees are considered and approved in the staff council meeting. Principal provides administrative and academic leadership in association with the various faculty members. Strategies are evolved for academic growth.

6.2 Organizational Arrangements

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

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

Major outcomes of the Meetings held by various Academic Committees:

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

- Rules and regulations were framed by the discipline committee.

- Schedule regarding orientation about skills, micro-teaching and practice teaching was finalised.

- Library committee reviewed the library resources and decisions were taken regarding up gradation the library facilities. New editions and volumes of books and journals were recommended by the committee.

- Schedule of various literary and extension activities to be organized by the institution were finalized by the literary committee.

- Academic plan of the year was finalized by the academic planning and management committee.

- Duties of the faculty members were reallocated for conducting house examinations. Layout was prepared for conducting the annual B.Ed. examinations by examination committee.

- Guidance and Counselling Cell was established in staff council meeting.

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

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

Organizational Structure of Academic Body of the Institution

S. No.   Name & Designation in Academic Body

1.	Dr. Moh. Abid (Principal)	Convener
2.	Mr. Ajay Kumar (Staff Sceretary)	Member
3.	Mr. Sanjeev Kumar Rastogi	Member
4.	Dr. Nitendra Singh	Member

Administrative Body

S. No.	Name & Designation	Designation inAcademic Body
1.	Dr.Moh.Abid (Principal)	Convener
2.	Mr.Shakir Hasan (Office Secretary)	Member
3.	Mr. Faisal	Member
4.	Mr. Ashish	Member
5.	Mr. Ali Abiddin	Member

Both the bodies of the institution works for the smooth running. All the activities are monitored and coordinate by these bodies.

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

Administration of the institution is totally decentralized. This college has maintained an administrative set up in which the -Principal is given full freedom with the management committee mainly taking care of the financial responsibilities for the development of the institution. The institution has constituted 20 committees to execute different functions like admissions, academic activities, examination, management of library etc.

There is constant interaction among the functional units of all the committees. The meetings of the committees are chaired by the Administrator-Principal and the decisions of these committees are finalized by the Administrator-

principal after discussing with the management committee. The functions of each committee are well defined to ensure the administrative decentralization.

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

Meeting of school personnel with college authorities are held regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from school personnel. School teachers are also consulted while developing the academic plan and their suggestions are considered during decision making. The audio visual aids like charts and models are distributed to the schools. During teaching practice the student-teachers of the institution are provided a platform to participate in different activities of the school. They organize morning assemblies and Bal-Sabha in the school. They maintain the different records of the school. They maintain the student discipline and also help in serving mid- day meal during teaching practice. Cleanliness of school campus and plantation in school premises is done by the student teachers. All these activities are planned, guided, monitored and reinforced by the mentor teacher and school teachers in collaboration to improve the quality of educational provisions. The student-teachers participate in the camps organized by the institution to strengthen the collaboration of institution with school and community.

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

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

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

- Promoting creativity is one of the objectives of our college. The college has formed the Study Circle where the teachers make presentation on topics of their interest. This has created an atmosphere where teachers come to know about each other's works and cultivate interest in subjects other than their own.

- In order that the teachers use their free time at the college productively; they are encouraged to make use of the library after the teaching hours.

- Along with the establishment of study circle, we have formed library circle and social circle also wherein we invite expert guest lecturers, thinkers, poets, men of letters and professionals from different fields. All the members of the staff and the students together are invited and encouraged to participate in such events. This is how they get benefited as their area of the interest expands.

6.3   Strategy Development and Deployment

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

Yes, all the activities of the college are computerized and through the effective information system. Various information and data are compiled and made available to the Administrative office.

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

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

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

To support the implementation of mission and goals an institutional academic plan for the whole session is prepared by the academic body of the institution, in which the activities related to teaching- learning, curricular and co-curricular activities are planned. To carry out these activities smoothly the human and financial resources are planned, and obtained according to the norms. According to need and urgency of the work the financial resources are provided by the management.

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

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

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

Major decisions are taken during staff council meeting. The information is passed to the staff members through circular and it is displayed on notice board for students. The communication and deployment approach of the institutional objectives is individualized. It adopts a hierarchy from students to teachers. Teachers in specific and through committee are accountable to the Administrator - Principal. The Administrator -Principal and the management Committee mutually get in touch with the parents of the student teachers, practice teaching schools, and personnel of education department of district, state and university. The objectives of the institution are communicated to the student teachers through prospectus, orientation classes, events organized, and meetings of Houses and tutorials, college magazine, wall magazine and specifically through the display of the vision, mission and objectives in the institution. The management and the Principal deploy the faculty and student teachers to achieve the objectives by organizing meaningful events, along with its academic activities and co-curricular venture. The feedback and participation of schools and community are deployed in action by sharing the objectives with them.

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

Since its establishment the institution is adding an extra mile stone to its achievements towards the cited vision and mission. The frequency of monitoring,

evaluating and revising the implementation plans of vision and mission depends on the emergent needs and it is not limited or confined to a specific number. The institution use to meet for these objectives in the beginning of the session with a determination to reach the paramount of quality in teacher education. Every academic year begins with a review of what has been attained and what is to achieve. Every aspect of the institutional work is evaluated. A comprehensive and continuous monitoring of all the scheduled academic, cultural, co-curricular and social activities is executed by monthly staff council feedback from the students and stakeholders, alumni meetings, academic and administrative committee meetings with the management.

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

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

6.4   Human Resource Management

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

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

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

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

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

The institution encourages the teachers to undertake and successfully complete the research programmes like M. Phil and Ph.D. and preparation of NET

along with their teaching. Teachers are provided with internet access facility and consultancy from the principal directly. They are motivated and sponsored to attend the seminars, workshops and various conferences organized by other institutions. Training is given to them in necessary computer skills used for teaching.

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

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

Institution organized a workshop on "Personality Development &Presentation" for skill up-gradation and providing training of the teaching to the Teaching & Non-teaching staff.

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

Rules and regulations established by NCTE, and University for recruitment policy, service conditions are followed by the institution. The vacant posts are

advertised in two leading newspapers of national repute, one is of English and other of Hindi. Applications are invited and then interview is conducted by the selection committee. All the norms and guidelines provided by the affiliating university are followed. Keeping in view the long term development of the institution the increments are provided by the management to retain the qualified young faculty.

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

No, part time / ad-hoc faculty is appointed.

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

- The college allows study / duty leave to the teachers. The college is keen to sanctioned TA/DA to teachers attending UGC sponsored national seminar.

- Library rules are sometime softened and teachers are allowed to take more than their allotted quota of books for the purpose of research. They are also

allowed to purchase the books for the college library useful to them in their research.

- Guest lectures are arranged every year on different subjects.

- The college also encourages the heads of Departments to arrange seminars / workshops / conferences in their respective subjects and gives financial support and other facilities.

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

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

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

Faculty members get information from the principal through circulars. Stakeholders get information through news letters published by the institution, through website, Magazine and brochure.

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

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

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

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

6.5   Financial Management and Research Mobilization

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

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

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

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

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

Yes, the operational budget of the institution is adequate to cover

the day- to-day expenses.

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

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

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

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

Annexure-8

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

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

6.6   Best Practices in Governance and Leadership

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

- Transparency in administration.

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

- Decentralization of the leadership through committee system.

- Well defined audit system.

- Cordial interaction among stakeholders and administrative members.

- Leadership qualities in the student-teachers are inculcated by providing them a platform to participate in various sports and cultural activities organized by the institution.

- Organizational and managerial skills are imparted to the student teachers by providing them opportunities to organize and manage various activities like morning assembly, college functions etc.

Criterion

(VII)

<u>Criterion</u> VII: Innovative Practices

7.1.   Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) has been established in 2012 the College with a view to ascertain and sustain quality of Teacher Education through cooperative efforts of the participative constituents of the institution.

Composition:

Chairman: Dr. Mohd. Abid

Participative constituents of the institution

Members:

1. Guardian of pupil teacher - (i) **Mr. Fazlur-Rehman** (ii) **Mr.Anis Ahmed**

2. One educationist from Higher Education- **Dr. G.C.Pachouri**

3. One prominent Educationist of Govt.College – **Mr. S.M.Farooqui**

4. Principal , Local Education College – **Dr. Denny Saxena**

5. Secretary, Management Committee- **Dr. Qumruzzama Qureshi**

6. Staff secretary – **Mr. Ajay Kumar**

The objectives of the IQAC are:

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

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

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

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

All the suggestions, feedback, self-appraisal of the teacher educators and over all achievements of the institution per year provide a complete picture of accomplishment status of goals and objectives.

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

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

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

The institution ensures the quality of its administration and financial management by making the process more transparent and accountable to the stakeholders. The quality initiatives on financial management are like, Preparation of annual statement of accounts by the management, Auditing by a registered chartered accountant, By constituting the Finance Committee consisting of Management, C.A., F.M. and such others.

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

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

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

7.2   Inclusive Practices

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

This institution encourages, focusing on design and development of pedagogic activities which will promote inclusion in the institution. The teacher are being exposed to the concept of inclusive education, need based pedagogy on principles of effective teaching such as - classroom organization, seating arrangement, evaluation process, etc. The teachers are being given orientation on different disabilities. As and when possible teachers are allowed to attend seminars, workshop and training programmes and undergo training to appraise themselves with the direct application of their knowledge and skill to teach students in inclusive setting.

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

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

the problems arising out of gender differences and inequalities and their impact on learning.

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

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

(a) Building strong linkage between the school and community.

(b) Joining the community in planning the various school programmes and planning steps for preventing environmental degradation through Village Education Committee.

(c) To understand each child individually to provide personal attention in the learning process, especially to the children with special needs through case studies.

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

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

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

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

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

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

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

- Conducting case studies of children with special needs belonging to diverse backgrounds.

- Conducting action research by the student-teachers.

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

The institution provides wheelchair facility for easy access for physically challenged students. Teaching faculty is also acquainted to address the individual need of physically challenged and disable students enrolled in the institution. They

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

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

The institution is well prepared to handle and respond to gender sensitive issues. The principle of equality is followed by the teachers and the management alike. Special care is taken to avoid the any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes and particularly leadership training is given to girls also.

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

7.3   Stakeholders Relationship

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

The institution ensures the access to the information on organizational academic performance during meetings of the academic council. Maintaining confidence of the stakeholders in the institution is a top priority of the institution.

The institution displays its achievement pursuits and excellence of its students in information brochure, college magazine, during teaching practice, meetings of community members, national and local newspapers, through SMS group and on its website also. The URL is updated from time to time about the new developments in the institution.

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

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

7.3.3. What are the Feedback mechanisms in vogue to collect, collate and data from students, processional community, Alumni and other stakeholders on

program quality? How does the institution use the information for quality improvement?

The institution has devised certain performs to collect data from students and their parents about the administration, teaching and their on campus experiences. It also provides the facility to the parents to be able to monitor their children's progress, interact with teachers, provides suggestions and to give feedback on overall institutional operation. Further student feedback on course, subject, syllabus, grievance redressal and infrastructure are considered in right earnestness for quality sustenance. The student-teachers also provide feedback through suggestion box and student corner portal on college website. The institution undertakes regular assessment of the ICT tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Further interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning.

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

the same. In this way the institution manages to maintain the quality in its administration and academic activities.