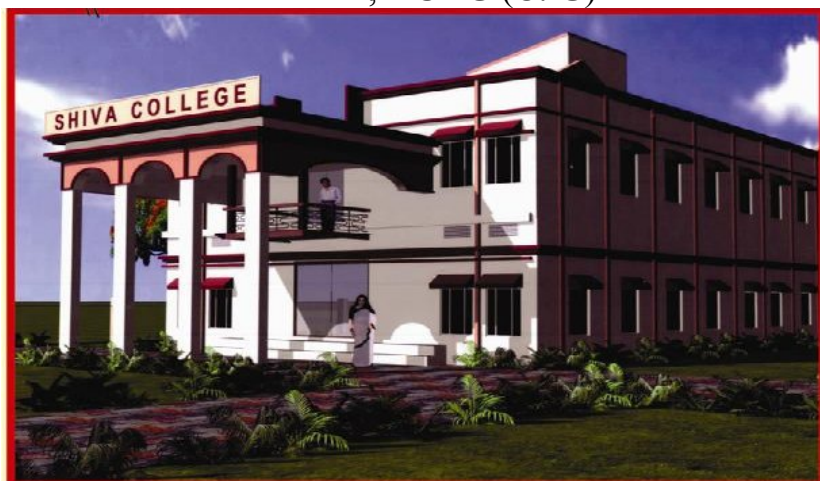




SELF STUDY REPORT
OF
SHIVA COLLEGE

MAITRI VIHAR, RADHIKA NAGAR, SUPELA,
BHILAI, DURG (C. G)



Submitted
to

NAAC (Bangaluru)

FOR
ACCREDITATION
TRACK ID – CHCOTE 19714

SHIVA COLLEGE

Maitri Vihar, Radhika Nagar, Supela, Bhilai, Durg (C.G.)

Ph: 0788-

[Email-atulkumarshrivastava@yahoo.in](mailto:atulkumarshrivastava@yahoo.in), collegeshiva@yahoo.com, website:

www.shivacollege.com

(Recognized By NCTE & Affiliated To Pt. Ravishankar Shukla University, Raipur (C.G.)

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Part-I

Institutional Data

A. Profile of the Institution

1. Name and address of the institution: SHIVA COLLEGE, MAITRI VIHAR, SUPELA, BHILAI, DURG(C.G.)
2. Website URL: www.shivacollege.com
3. For communication: atulkumarshrivastava@yahoo.in

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	0788-2295350	-	collegeshiva@yahoo.com
Vice-Principal	-		
Self - appraisal Co-ordinator	Mr. Atul Kumar Shrivastava	0788-2295350	atulkumarshrivastava@yahoo.in

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	0788-2242785	09229475290
Vice-Principal	-	
Self - appraisal Co-ordinator	0788-2242785	09229475290

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

1.06 acres

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
04	2005

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

Pt.Ravishankar Shukla University,Raipur
--

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

Month & Year

2f	MM	YYYY

Month & Year

12B	MM	YYYY

10. Type of Institution

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

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.		Degree	1 Years	Hindi/English
iv.	Post Graduate			Diploma		
		M.Ed.		Degree	1 Years	Hindi/English
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	B.Ed.-WRC/72-32/723073/2004/2005 Dt-26-06-2005		100
Post Graduate	M.Ed.	M.Ed.-WRC/5-6/105 th /2008/39033 M.Ed.- WRC/WRC/APW04277/725011/140/2010/72142 Dt-14-08-2008		25 (10seat intake) 35
Other (specify)	-			

(Additional rows may be inserted as per requirement)

Criterion-wise inputs

Criterion I: Curricular Aspects

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

If yes,

Yes	√	No	
-----	---	----	--

a) How many programmes?

02

b) Fee charged per programme

D.Ed. I

D.Ed.II

B.Ed.

M.Ed.

--

--

30250

49350

2. Are there programmes with semester system

No

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

Yes		No	√
-----	--	----	---

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

--

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

B.Ed.	04
M.Ed. (Full Time)	06
M.Ed. (Part Time)	-
Any other (specifies and indicates)	-

5. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	-
--------	---

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

Yes	√	No	
-----	---	----	--

Numb	02
------	----

7. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	
--------	--

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

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

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

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

Nil

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

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

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

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

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 weightings)

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

	B.Ed.	M.Ed.
a) Date of start of the academic year	02.08.12	02.08.12
b) Date of last admission	27.09.12	27.08.12

c) Date of closing of the academic year		02.04.13	02.04.13
d) Total teaching days		200	
e) Total working days		184	

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	37	63	100	23	18	41	14	45	59
M.Ed. (Full Time)	08	27	35	04	07	11	04	20	24
M.Ed. (Part Time)		-	-		-	-		-	-

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

--

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

a) Unit cost excluding salary component

16640.61

b) Unit cost including salary component

37229.6

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	69.54%	36%	65%	42.5%
M.Ed. (Full Time)	79.5%	59.5%	76.9%	58%
M.Ed. (Part Time)	-	-	-	-

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	45%	20%	35%
M.Ed. (Full Time)	62.5%	Nil	37.5%
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

B.Ed.

- a) Number of pre-practice teaching days

46

- b) Minimum number of pre-practice teaching

40

Lessons given by each student

11. Practice Teaching at School

B.Ed.

a) Number of schools identified for practice Teaching

11	
----	--

B.Ed.

b) Total number of practice teaching days

46	
----	--

B.Ed.

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

20	
----	--

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

No. of Lessons In simulation	No. 15	No. of Lessons Pre-practice teaching	No. 21
------------------------------	--------	--------------------------------------	--------

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
B.Ed.	25%	75%
M.Ed. (Full Time)	12.5%	87.5%
M.Ed. (Part Time)	-	-

16. Examinations

B.Ed. **M.Ed.**

a) Number of sessional tests held for each paper

02	05
----	----

b) Number of assignments for each paper

05	05
----	----

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	
-----	---	----	--

Number	02
--------	----

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

Yes	√	No	
-----	---	----	--

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	01	7.69	%
--------	----	------	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

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

Not Applicable

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

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

✓
✓
✓
✓

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

Yes No

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

a. Ph.D.

b. M. Phil.

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

Yes No

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

	Yes	No	Number
International journals	-	-	-
National journals – referred papers			
Non referred papers	√		15
Academic articles in reputed magazines/news papers	-	-	-
Books	-	-	-
Any other (specify and indicate)	*	*	-

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

	Faculty	Students
National seminars	√	
International seminars		
Any other academic forum	√	

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

Self-instructional materials	<input type="checkbox"/>
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)	<input type="checkbox"/>

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

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

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

Yes

No

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

Yes

No

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

02

16. Does the institution provide consultancy services?

Yes

No

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

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.)

2028 sq mts

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

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

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

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

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

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

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

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

Yes No

9. Total number of posts sanctioned

Open Reserved

	M	F	M	F
Teaching	01	10	01	01
Non-teaching	2	1	1	1

10. Total number of posts vacant

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

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

	Open		Reserved	
	M	F	M	F
Lecturers	01	-	-	-
Readers	-	-	-	-
Professors	01	10	01	01

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	02	-	-
Readers				
professor				

c. Number of teachers from

same state

13

Other states

-

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	8:1
M.Ed. (Full Time)	5:1
M.Ed. (Part Time)	

13. a. Non-teaching staff

		Open		Reserved	
Permanent	M	F	M	F	
	02	01	1	1	
Temporary	M	F	M	F	
Permanent	M	F	M	F	
		01	01		
Temporary	M	F	M	F	

b. Technical Assistants

14. Ratio of Teaching - non-teaching staff

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

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days
 On holidays
 During examinations

18. Does the library have an Open access facility

19. Total collection of the following in the library

a. Books
 - Textbooks
 - Reference books
 b. Magazines

- e. Journals subscribed
- Indian journals
 - Foreign journals
- f. Peer reviewed journals
- g. Back volumes of journals
- h. E-information resources
- Online journals/e-journals
 - CDs/ DVDs
 - Databases
 - Video Cassettes
 - Audio Cassettes

20. Mention the

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

100 sq.mts

Seating capacity of the Reading room

40

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

- Internet
- Online access facility
- Inter-library borrowing
- Power back up
- Information literacy about the new item of library through display & verbal
- Any other (please specifies and indicates)

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

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

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

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

	2010-11		2011-12		2012-13	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books						11200/-
Other books						
Journals/ Periodicals						
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
B.Ed.	05	04	04
M.Ed. (Full Time)	0	01	0
M.Ed. (Part Time)	-	-	-

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

Yes		No	√
-----	--	----	---

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

--

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	92.8%	100%	96%	100%	100%	80%			
Number of first classes	88	94	95	31	21	09			
Number of distinctions	03	09	02	-	-	-			
Exemplary performance university ranks	-	03	-	-	-	-			

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

	I	II	III
NET	02	02	01
SLET/SET	02	01	02
Any other (specifies and indicates) (CTET/TET)	12	08	10

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

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate(Post Metric Scholarship)			

(Additional rows may be inserted as per requirement)

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Non-teaching staff	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

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

If yes, number of students residing in hostels

Men

women

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

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

12. Availability of rest rooms for Women

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

13. Availability of rest rooms for men

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

14. Is there transport facility available?

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

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

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

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

	Organized	Participated
--	-----------	--------------

	Yes	No	Number	Yes	No	Number
Inter-collegiate				√		01
Inter-university						
National						
Any other (specify and indicate)						

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

07.09.2011

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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	14	12	15
Employment (Total)	39	40	42
Teaching	40	11	10
Non teaching	02	01	03

23. Is there a placement cell in the institution?

Yes

No

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

1	2	3
10	13	16

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) or any other similar body/committee

Yes

No

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

Governing Body/management	1
Staff council	3
IQAC/or any other similar body/committee	1
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	

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

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes	√	No	
Other (specifies and indicates)	Yes		No	√

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

01	01	01
----	----	----

5.Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

Organization

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

National	0	0	1
International			

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

1	1	1
---	---	---

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

1	1	1
---	---	---

e. Research development programmes attended by the faculty

01	01	02
----	----	----

f. Invited/endowment lectures at the institution

2	3	3
---	---	---

Any other area (specifies the programme and indicates)

--	--	--

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

a. Self-appraisal

Yes	√	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	√	No	
-----	---	----	--

d. Combination of one or more of the above

Yes		No	√
-----	--	----	---

e. Any other (specifies and indicates)

Yes		No	√
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7. Are the faculty assigned additional administrative work?

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

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

Grant-in-aid

-

B.Ed. M.Ed.

Fees

		30.250	49.350
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Donation

-

Self-funded courses

02

Any other (specifies and indicates)

-

09. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	4887500	4752500
% spent on the salary of faculty	39%	40%
% spent on the salary of non-teaching employees		
% spent on books and journals (library expenses)	2%	1%
% spent on developmental activities (expansion of building)	1%	5%
% spent on telephone, electricity and water	2%	1%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	21%	19%
% spent on maintenance of equipment, teaching aids, contingency etc.	21%	16%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	13%	17%
% spent on travel	5%	
Any other (specify and indicate)		
Total expenditure incurred	4736050	5025996

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

Surplus in Rs.		Deficit in Rs.
343866	2010-2011	
154427	2011-2012	
	2012-2013	147980

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specifies and indicates)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

Yes No

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

Yes No

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

Yes No

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

Yes No

18. Is a grievance redressed 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 adopted any mechanism/process for internal academic audit/quality checks?

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
a	SC	05		02	
b	ST	0		01	
c	OBC	22		22	
d	Physically challenged	01		0	
e	General Category	18		65	
f	Rural	26		05	
g	Urban	30		74	
h	Any other (specify)	nil		nil	

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0		0	
b	ST	0		0	
c	OBC	02		02	
d	Women	11		01	
e	Physically challenged	-		-	
f	General Category	-		03	
g	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
	2011-2012	2012-2013	2011-2012	2012-2013
SC	07	07	07	06
ST	05	01	04	01
OBC	54	44	54	43
Physically challenged	-	01	-	01
General Category	59	83	58	81
Rural	26	30		24
Urban	109	83	-	109
Any other (specify)	-	-	-	-

Part II

**The Evaluative
Report**

1. Executive Summary

A BRIEF INTRODUCTION ABOUT COLLEGE

Shiva college run by Shiva Education Society, bearing registration no. 1543 situated at Maitri Vihar, Radhika Nagar, Supela, Bhilai, Durg (C.G.). the main objective of Shiva Education Society is to work for Social, Educational cultural & economic upliftment of people.

The founder of Shiva Education Society was Late Shri Pratap Kumar Bajpai, incarnation of struggle and duty. He was comparable to none. He was that part of us which can never be apart. He was our past present and future. He was the world in himself believed in lighting the world with education. He encouraged the youth to foster the educational world.

Shiva College is a part of Shiva education Society. This college was established in the year 2005 whose one of the objective is to develop positive attitude and passion to words teaching profession. This college believes in giving quality education to establish a centre of excellent in education.

Shiva College Bhilai is affiliated to Pt. Ravi Shankar University, Raipur (C.G.). Presently the courses available at the college are M.Ed., B.Ed. under education department.

In our institution we are having different facilities for students. Well equipped Computer lab, E.T. lab, Psychology lab, Craft lab, and laboratory are available. The college organizes different extra co-curricular and outreach activities from time to time like community camps, personality development programs, yoga training .

From past 8 years this institution is serving their best in the field of women education and continuously forwarding in the direction of continuous progress.

The college of education conducts its programs and activities guided by overarching vision mission goals and value statements. All are revised periodically.

The institution is running 01 UG and 01 PG programs and has overall 135 students on its role.

Durg and Bhilai (Twin city) better known as 'steel city' is the second largest city in Chhattisgarh, with a population of 5, 53, 837 is located 40km. east of the capital Raipur on the Howrah – Mumbai rail line. The nearest big railway station being Durg, and is at national Highway 6. Durg and Bhilai is an emerging centre in excellent educational facilities, in Chhattisgarh.

The institution aim at making the holistic phenomenon of education a happy learning experience and nurture the latent potentialities in our students to bring out the best in them. They are the creators of tomorrow hence our mission is to evolve a learning environment that will promote creativity and innovation among student teachers.

Criterion-Wise Analysis:

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

Objectives of the Institutions:-

- 1. To produce sincere and dedicated teachers to teach at higher secondary level.*
- 2. To motivate the students for solving their problems related to education with the help of research process.*
- 3. To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.*
- 4. To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.*
- 5. To develop positive attitude, interest and passion towards teaching profession among them.*
- 6. To lay emphasis on developing a sense of discipline, upholding moral values, knowledge of health, hygiene, recreational activities, creative abilities and games.*

Shiva College strives to achieve these goals:

- 1. To develop the potential, academic experience and degree of self reliance and determination to respond with courage and sensitivity to personal and social issue*
- 2. To generate among students an awareness of human rights and environmental issues.*
- 3. To give an new view to the students about national identity.*
- 4. To develop proper training methods like as hard-work and discipline among student-teachers.*
- 5. To realize their full roles and responsibilities as a teacher inside as well as outside the class room.*
- 6. To train the students to give guidance and counseling to school students.*
- 7. Developing the leadership and personality of the trainees.*
- 8. To encourage the students to make wealth from waste and to prepare effective teaching aids.*
- 9. To train the students to develop ICT learning materials at higher secondary levels.*
- 10. To create awareness about the contribution of natural resources.*

11. *To make the students academically to competent teachers along with both teaching as well as knowledge skills.*
12. *To facilitate the students for the expression of their creativity.*
13. *To develop awareness and attitude to world global job placement services.*
14. *To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching – learning process.*

WIDER THOUGHT

- *The whole Development of Students - teacher by curriculum and Co-curricular activities and provide him Educational Excellence.*
 - *By necessary Guidance and competitive Exam prepared a Teacher-Student.*
 - *By Monthly exam or Test paper and Assignment Work to evaluate a student- Teacher.*
 - *By forestation awaring about Environment and Ecosystem.*
 - *To organize various competitions like essay writing discussion and speeches.*
 - *To Give information to Teacher-Student about water conservation, Pollution control, Global warming.*
 - *For creative representations every year/yearly organize various competitions like Rangoli, cooking, hair decoration, flower decoration, Mehendi, Greeting Cards etc.*
 - *The Punctuality of time and to maintain it connectivity providing Guidance.*
 - *Everyday Organize an Assembly hall where the valuable words of Great man & Saints are said.*
 - *For interviews of student –Teacher Give him training by group discussion and communication skill with newly Techniques.*
 - *To provide knowledge about our culture organize a community camp the main objectives of it are too aware about dowry problem, drug relieving voting and literacy.*
 - *In teaching training learning process the use of newly industrialization and introduced about them.*
2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).
- *The institution is to provide Co-education system and it is affiliated to Pt. Ravi Shankar Shukla University, Raipur.*
 - *Based on the needs of the student and society, the curriculum is developed by*

University.

- *The feedback is obtained from the alumni and faculty members also plays an important role in the formation of curriculum.*
- *The academic schedule of the college is connected along with the institutions goal and their objectives.*
- *We approach the academic body of university for further modification and innovation.*

At first there was no paper related to ICT skill in B.Ed. but later on the new subject educational technology was added that related to information and communication, was constructed and included in B.Ed. according to the need of the teacher's specialist and student needs .Now this subject is included in B.Ed.as a compulsory paper.

Suggestions are sent to the university and impressive suggestion and needful suggestions are being executed day by day by the educational expert, ex-students and teachers of the institutions.

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

- *Basic human approach in teaching, education methods and computer aided learning; electives like environmental education were followed.*
- *Students are encouraged to use of LCD & OHP.*
- *The faculty members of institutions are encouraged to attend the various Training Programs, Paper Presentation, Seminars, International/National Conferences and Workshop to know and develop their knowledge on the activities.*
- *The Research methodologies are included in M.Ed., program to meet the global demands.*

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

Over college curriculum enclosed plantation programmes, gardening, environment awareness programmes. Institute focuses on overall development of the student teacher.

Environment:

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

More over our institutions celebrates plantation day and conducts seminar on environment related topics like waste management, proper use of natural resources causes of environmental hazards.

Value education:

Value education is imparted by regular interaction with persons from social organization, Community camp

ICT:

There is compulsory paper Educational Technology for B.Ed. Students and Elective Paper for M.Ed. Students to make students ICT aware proper care has been taken to incorporated in curriculum.

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

Yes. For example, the projector, OHP, internet facility is provided in our institution. CD's are prepared and used as teaching aids in the classroom. PPT's are made use for classroom teaching student are encouraged for the use of ICT.

1.2 Academic Flexibility

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

The institution provides the following programmes to the students to make teaching as a reflective practice. The student teachers are given e learning facility, derivative teaching, pre-practice teaching, microteaching, demonstration classes and model teaching classes. Invited lectures, workshops, classroom seminars and team teaching are arranged for the benefit of the students.

Invited lecturers, workshops, classroom seminars and team teaching are arranged for the benefits of students.

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

The institution provides various experiences for the students as per Pt. Ravi Shankar Shukla University curriculum like Microteaching, teaching practice, internal assessment, field trip, camp activities, assignments, self learning, group learning and teaching theory subjects.

Some of the above mentioned programmes are conducted according to the academic calendar. But the field programmes might be flexible according to the availability of resources.

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.

Various value added activities / programmes are conducted in the institution from time to time.

- a. Yoga & health education programme are organized in villages by student teacher.*
- b. English communication development programme inside the college.*
- c. Personality development programme.*
- d. ICT utilization programme.*
- e. Craft workshop – best out of waste*

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

- i. Interdisciplinary/Multidisciplinary –B.Ed. curriculum itself provides a room for the interdisciplinary and multidisciplinary activities as students have to work on the theory part (including two school subjects) as well as practical part (i.e. psychology, productive work etc.)*

A part from this there is an option to choice Environment education as an elective paper.

- Multi-skill development – i) Besides training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:*
- Communication skills*
- ICT skills*
- Leadership Skills*
- Skill of Observation*

- ii. productive work (Craft/ gardening) community work, microteaching ,teaching practice, cultural activities provide multi skill development.*

- iii. Inclusive education - All the student are treated equally regardless of any difference. Yet if any student needs special attention, their requirements are fulfilled, by providing extra classes, remedial teaching.*

- Practice teaching - Students are sent for teaching under efficient guide teacher. 40*

lessons are to be completed by each student teacher in real situation of school.

- Practice teaching comprises observation and teaching. The students have to undergo simulation and pre-practice sessions in the college.*

iv. During their teaching practice, M.Ed students and the teacher educators visit the schools and provide guidance to the students. At the end of the teaching practice, feedback from the teaching practice schools' Head Masters and Guide Teachers are collected

v. School experience/Internship - The trainees are familiarized day to day activities of the school during the teaching practice. The tasks are :

- a. Conducting morning assembly*
- b. Conducting classes*
- c. Conducting tests*
- d. Organizing games and sports activities*
- e. Conducting competitions like quiz, debate, essay writing in classroom.*
- f. Carrying out case studies*

During the teaching practice good learning experience is witnessed and inter personal relationship between the student teacher and the institution is enhanced.

vi. Work experience – Work experience is as integral part of the curriculum. It provides Craft education, gardening, Co-curricular experience, Class-room decoration. Some sort of simple work is being allotted to each student and students are encouraged to develop psychomotor skill.

- Painting*
- Hand work*
- Handicrafts*
- Wealth from waste*
- File making*

vii. Any other (specifies and gives details)

(Also list out the programmes / courses where the above aspects have been incorporated).

Refer to Annexure no. (Syllabus) – 3.

1.3 Feedback on Curriculum

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?

Feedback from students, community and academic peer is done after regular interval on curriculum and teaching learning process as activity of quality management system (QMS).

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 form is a vital source for performing corrective and preventive action on curriculum design. Based on the feedback, suggestions are sent to the university.

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

After careful analysis of feedback obtained from various sources, the college decides at the area of improvement & sends the suggestion to university for appropriate action.

1.4 Curriculum Update

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

Our college is affiliated under Pt Ravi Shankar Shukla University. Our institutions has no contribution in revision of syllabus as University has not suggested curriculum revision during last five years.

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

The college adopted the strategies laid by the university for B.Ed., M.Ed. curriculum.

1.5 Best Practices in curricular Aspects

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

The faculty members are sent to various national seminars to sustain the quality enhancement.

Seminars are conducted periodically. Both the faculty and the students teachers develop communication skills through seminars and debates. The faculty members are allowed to participate in national. Expert lectures are arranged for core papers.

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

The students and faculty members are encouraged to discuss the current issues in education teaching skill is strengthened by using power point presentations.

Teacher Educators participated and presented their research papers in National and International seminars.

Feedbacks are collected, analyzed and discussed.

Innovation / best practices planned by the institution are.

Additional Information to be provided by Institutions opting for Re- accreditation / Re-assessment

- 1.5.1 What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

Not Applicable

- 1.5.2 What is the major quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation.

Not Applicable

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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?

For admission in B.Ed. an entrance test pre B.Ed. Exam is conducted by vyavasayik pariksha mandal Chhattisgarh every year. Director SCERT C.G. Conducts a counseling programme for the rank holders in the above mentioned test, seat allocation of the students for our college is made over there. Hence the admission process is 100 percent transparent.

Admission to M.Ed. course is done on the marks obtained in B.Ed. exam.

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?

Pre B.Ed. programme is announced and advertised by vyavasayik pariksha mandal, chhattisgarh in the newspapers. Institution advertises its courses and programmes through newspapers, brochures, pamphlet and the prospectus. The particulars about the institute, recognition, affiliation and courses offered, are provided as the information.

For M.Ed. courses advertisement in leading newspapers and notice display in our college notice board. The prospects and college website focus the facilities available in the college like lab, library facilities etc.

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

Director, SCERT Raipur, determines and maintains the admission criteria and equitability to all students. Representatives from our institution attend the counseling programme to guide the students.

For M.Ed., admissions are on the basis of percentage.

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)

Institution follows the reservation policy adopted by the SCERT our college admit 100 B.Ed. student by following the reservation policy adopted by Pt. Ravi Shankar Shukla University. For 35 M.Ed. students are selected on merit basis.

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.

Pre B.Ed. examination is the provision for assessing student's knowledge and skills. Marks obtained in B.Ed. is the provision for assessing M.Ed. students.

2.2 Catering to Diverse Needs

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

Quality management System is laid on providing conducive environment to learning and development of student.

2. How does the institution cater to the diverse learning needs of the students?
Identifying weak and strong students and provided them the needed support.

- *The learners are encouraged and facilitated to enhance learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library etc.*
- *Assignments and sessional are given for self-study with respect to core papers.*
- *ICT enabled instruction is focused and practiced.*
- *Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form.*

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

The B.Ed. curriculum provides ample scope for student teacher to understand the role of Diversity and equity in teaching learning process. Theoretical part and practical experiences like work experience, co-curricular activities, various camps, seminar and workshops provide a scope to practice the same.

In M.Ed. the students are engaged in dissertation which in its self is diversity and equity in teaching learning process.

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

Feedback is taken from the students throughout the session in written format Academic committee supervise all the programmes. Institute also encourages its faculty to develop themselves in qualification, training, research oriented work etc.

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?

Student teachers are provided various practices like remedial teaching, value oriented education, community work, social responsibility camp which develops knowledge and skills related to diversity and inclusion.

- 1) The teaching – learning process is strengthened through lectures, seminars, paper presentations, demonstration classes, micro –teaching classes, macro – teaching classes, field trips etc.*
- 2) The use of audio – visual equipments and latest technological equipments substantially contribute towards this process.*
- 3) Students are guided to make the necessary teaching learning materials like charts, flashcards, picture cards, OHP sheets, static models and dynamic models.*

2.3 Teaching-Learning Process

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

Institution provide following facilities and learning resources to engage the students in “active learning”.

- i. Library – equipped with text bookd, reference book, journals etc.*
- ii. Power point presentations are prepared by the students.*
- iii. Other activities such as seminars, group discussion, guest lectures, micro teaching.*
- iv. Work experience like craft, gardening, and cultural, academic activities engage students in active learning.*

2. How ‘learning’ is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

Learning is made student centered through following programmes

- a. Micro teaching*
- b. By organizing weekly activities in which 5 groups of student teachers are formed and each group is given responsibility to organize is given responsibility to organize programmes on different theme.*
- c. Other activities like verandah decoration, preparing power point presentation in computers.*
- d. Sports and cultural activities are organized.*
- e. Every activity gets conducted by the students itself.*
- g. It is mandatory for every student to participate in every activity.*

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

The instructional approaches are used lecture method, microteaching. Learning is focused on student centric approach hence the various models of teaching used are the instructor centered model as well as student centric model .LCD, Projectors are used to make instructional methodology effective.

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, the institution has not provided any additional training in models of teaching.

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

Yes, the student teachers use microteaching technique for developing teaching skills. Each student has to practice 5 lessons per skill. Following skills are dealt and practiced in microteaching programme.

- 1. Set induction*
 - 2. Illustrative skill*
 - 3. Fluency of questioning skill*
 - 4. Stimulus variation skill*
 - 5. Black board skill*
 - 6. Probing question skill*
 - 7. Reinforcement skill*
6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

The practice teaching is completed in two phases in the schools. Total 40 lessons are practiced by the each student, further divided into two parts, i.e. 20-20 lessons for two school subjects (Methods). A student is given two lessons per day. Lesson plan is to get

checked by the supervisor of concerned subject before teaching practice. Observation of the student's teaching is done by the supervisors deputed for the particular practice teaching school. The supervisor observes the lesson and makes her comment on the criticism book, giving the feedback to the students.

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

Internship programmes is generally held after the practice teaching. Students are sent to selected schools in groups of 8-10, where they participate and conduct as per the schooling process.

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.

Practice teaching lesson plans are prepared by the student teachers and then checked by the concerning supervisors (subject teacher). Practice teaching session is organized with the help of the school staff, so that their requirements could fulfill and link to the curriculum could be maintained.

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

The student teachers are instructed to follow the given aspects in the practice teaching sessions.

- *To follow the school rules and regulations.*
- *To deal with the students psychology.*
- *To Motivate the students by asking relevant questions To make learning effective through active learning.*
- *To follow the utilization of as many teaching learning aids as possible*

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

- *Students get exposed to computer LCD projector & OHP during teaching learning process .*
- *Student teacher prepares ppt.*
- *Effective blackboard usage is also judiciously practiced .*

2.4 Teacher Quality

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

There are eleven selected practice teaching schools, for 100 students. The teaching practice schedule is developed according to the strength and the number of section /classes available. Generally board classes are excluded from the practice teaching.

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

Ratio of student teachers to identified practice teaching schools is generally 16 to 06-. This depends on the advice of the principal and the school managements of the practice teaching schools.

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

Feedback mechanism to the student teachers is as follows.

- *Through microteaching book- In microteaching session, the feedback is given by the supervisor in microteaching copy. 7 skills are criticized by this mechanism.*
- *Through criticism book- In practice teaching sessions, a criticism book is used to give feedback. Teachers comment on this.*
- *Through the assessment and evaluation by weekly test, assignment, model examination, mock-viva practice.*
- *Teacher educator as well as peer group provides feedback.*

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

Every change and development in the curriculum /policies bring into the notice of faculty and students at the beginning of the academic year. Thus they prepare for it. Regular notification on C.B.S.E. and C.G. board are downloaded from internet site and kept in library for references.

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

- *Availing library and Internet facility*
- *Book review for the school subjects*

- *During the practice teaching the students are supposed to write the lesson plan so that they go through the subjects truly*
 - *Faculties before they are going to access the schools, should have thorough knowledge on school subjects .*
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.)

Institution ensures the personal & professional development of the teaching staff by encouraging them in getting higher qualification, research work. The institute organizes state level /national level seminars, guest lectures by the eminent personalities, magazine publication for the betterment of the faculty and students.

The college encourages the teacher educators to attend seminars, conferences, workshops and also to do part – time research leading to M.Phil. and Ph.D. degrees. The college deputed staff for in-service training programmes and orientation courses by sanctioning 'On Duty'.

In order to regularly update the knowledge and skill of the employee following procedures are provided as mentioned below:

1. *The training calendar shall be considered as academic year.*
2. *Identification of training needs for the all employees shall be done, considering the eligibility criteria as per University Norms/ Institutional need for competence enhancement by the Administrator in consultation with Principal & HOD's before start of new academic year on the basis of the following:*
 - a. *Skills required for execution of work.*
 - b. *Introduction of new technologies or courses.*
 - c. *Change in the responsibilities.*
3. *All the training and its scheduling is done by the Administrator. Approving authority for the scheduled training programme shall be Principal. Availability of in house and external trainers shall be taken in the consideration while drawing out the training plan.*
4. *If the trainer is not available in house, external faculties shall be arranged.*
5. *The Administrator shall intimate identified trainees in time through their sections heads.*

6. *The effectiveness of training imparted to the employees shall be evaluated with the help of feedbacks obtained. This finding shall be reviewed for determining one of the basis for future training requirement.*
7. *A training card shall be maintained for each employee .*
8. *All the training cards for the employees shall be maintained as per record control procedure.*
9. *Administrator shall fill up the training cards after completion of each training for every employee and get the relevant column signed by the designated authority.*

RECORDS GENERATED:

S. No.	Records	Records/file No.	Custodian	Min. Retention Period
1.	Training Card File	ISO/QR/GENL/6.2.2(A):1/VOL. NO.	ADMINISTRATOR OR	3 Years

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

Yes, the institution appreciates and motivates teacher educators for their good performance by felicitating during Teacher day and Annual function. Positive encouragement is given after completion of any activity. This boosts the morale of the teacher educators. Best Teacher Award has been introduced by institute to appreciate the efforts of the deserving teacher

2.5 Evaluation Process and Reforms

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

Barriers to students are identified through the feedback from the students. Student's Union, student welfare council also helps to identify the barriers. Feedback is taken from the students about the teachers, management, infrastructure etc. Feed back is also taken from the faculty members.

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

M.Ed.

Internal evaluations - 37.5%

External evaluations – 62.5%

B.Ed.

Internal evaluations - 25%

External evaluations – 75%

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

The assessment /evaluation outcomes are communicated to the students by the faculty, giving them the suggestions to improve and by showing their valued answer copies, in case of weekly test & model exams. In other activities like practice teaching, microteaching suggestions are given in written through criticism book. Remedial teaching, extra classes are provided to improve the students.

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

Teaching practice, co-curricular activities are video recorded and give an opportunity to the students to improve themselves.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

- *The faculty members prepare learning materials using PowerPoint and present in the class.*
- *LCD is used for teaching. CD's are available in the classroom.*

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

- *Using LCD and power point enhances learning output.*
- *Seminars using Power point slides.*

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1.5.3 What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

Not applicable

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation.

Not applicable

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

College promotes research activity in with learning. It encourages teachers by facilitating them by following steps.

- *By providing them study leave.*
- *By organizing national level and state level seminars and encouraging participating in them.*
- *By organizing guest lectures by eminent personalities & research scholars.*
- *By providing them infrastructural facilities.*

2. What are the thrust areas of research prioritized by the institution?

The institution prioritized the teacher education, school education, educational psychology, school administration, teacher's competency, and new perspectives of teaching & learning process as the area of research.

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

Yes, institution encourages all the teacher educators to take up action research related to the teaching learning problems that come across their teaching. The teacher educator make use of the findings in improving the quality of teaching. Students are motivated to take up simple action research during their teaching practice in school .

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

S. NO.	NAME	CONFERENCE		SEMINAR		WORKSHOP	
		NATIONAL	INTERNATIONAL	NATIONAL	INTERNATIONAL	NATIONAL	I NTERNATIONAL
1	Mr. Atul Kumar shrivastava	01	00	10		01	
2	Smt. Nidhi Shukla						
3	Smt. K.Rita Rao	01		02			
4	Smt. Paramjeet Uppal						
5	Smt. Sunita Khobragade						
6	Smt. Suchismita Bhargava	02	00	00	02	02	00
7	Smt. Shardha Wadnekar						
8	Smt. Anjali Mishra						
9	Smt. Jyoti Tiwari						
10	Smt. Shireen						
11	Smt. Anju Verma						
12	Mr. Divya Kishore						
13	Smt. Sulochna Chaudhri						
14	Smt. Shashi Shrivastava						

3.2 Research and Publication Output

- Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.
 - Teaching aids /Charts /Models are prepared by the students in workshop and are used in class room teaching.*
 - Various power point presentations are prepared by students as well as faculty. These presentations are used in classroom teaching with the use of LCD projector.*
 - Various educational CDs are used. Practice teaching is video recorded to improve the students.*
 - OHP presentations are also prepared.*
- Give details on facilities available with the institution for developing instructional materials?

A work shop /space area is assigned to develop instructional material.

 - The College has a well equipped ET lab & computer lab.*
 - Library provides a lot of scope with the help of reference books for developing instructional materials.*
 - Power point presentation is available.*
 - Internet facility.*
 - Books, journals, and magazines.*
 - Psychology lab.*
 - Art and craft.*
 - Science lab.*

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.
 - *Yes, the institution developed many power point presentation related with instructional materials.*
 - *Educational CDs are there.*
 - *OHP presentations are developed by the students.*
4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

Attended by the staff
Orientation programme – 01
Refresher Course – 01
Organized by institution
Craft workshop of 3 days

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

Number of published paper in Journals
National –12
International –01

6. Give details of the awards, honors and patents received by the faculty members in last five years.

For getting cent percent result in their subject faculty members are awarded.

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

Two faculty members are registered for Ph.D.

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.
 - *The consultancy services are being provided free of cost by the institution.*
 - *Time to time, the faculties and experts give personal and group guidance to our trainees.*
 - *Faculty and student teacher of our institutions provide special guidance for school students.*

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

- *Training in communicative skills .Stress management for students*
- *Computer skill development for school students*
- *Coaching candidates for TET examinations*

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?

No revenue is generated as consultancy is offered free

4. How does the institution use the revenue generated through consultancy?
Consultancy is offered free

3.4 Extension Activit es

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

The institute has conducted numerous programme for the benefits of local community partnering with NGO's and Government Organizations.

- *Organizing medical camp in villages.*
- *Organizing blood donation camp.*
- *Conducting cultural programme.*
- *Organizing youth camps.*

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

The institution maintains a cordial relationship with the community. The college arranges the citizenship camp in nearby villages. The college receives high cooperation from the villagers during the camp schedule. The community helps the college through providing food materials to the student volunteers and also they take part in the community welfare measures along with our students.

- *Blood donation camps are conducted.*
- *Environmental awareness.*
- *Women education awareness rally.*
- *Rangoli and craft workshop.*
- *Free medical checkup.*

- *Organizing cultural programmes in order to stimulate them through various programme related to literacy, drug addiction.*
- *Environmental hazards*

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The institutions has decided to undertake one home one tree in near by villages.

Future plans for teacher trainees

The institution plans the following major activities for providing community orientation to the Teacher Trainees are as follows

- *maintaining communal harmony.*
- *Value oriented co-curricular activities in school.*
- *Development of democratic citizenship.*
- *Planting and nurturing trees.*
- *Computer literacy programmes for girls.*
- *Work, hygiene and health awareness for women /girls.*
- *To visit orphanage and old age homes to give.*
- *To create awareness about the traffic regulation.*
- *To inculcate the necessity of cleanliness and to create awareness about the environment and pollution.*

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

Yes, through community camp students collect different data related to individual families of different villages.

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

Through community camp and social activity students interact with villagers and provide them guidance related to social issues and health education.

3.5 Collaborations

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

The following National Organizations with which the institute has established are the linkage National council for Teacher Education Western Regional Committee (NCTE) State council of Educational Research & Training (SCERT)

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

We have linkage with Shri Aurobindo Society (international level) and participated in various social and cultural programmes for social improvement.

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

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

- *Curriculum Development –shri Aurobindo society helps our students by providing useful guidelines which helps the student.*
- *Teaching – Associate with school already run by the society in the campus where teaching assistance is done by our student teacher.*
- *Training - carrier oriented training generally conducted by reputed agencies.*
- *Publication –Our faculty publishing their research paper in various journals.*
- *Placement – Placement cell is there in campus to cater the market needs.*

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

We have linkage with school sector

1. *For practice teaching*
2. *Conducting seminar .*

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

Yes, our faculty member discuss about the syllabus & curriculum of the schools. The teaching aids, models and lesson plans are designed accordingly.

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

Our faculty discuss frequently to the teachers of practice teaching schools about the improvement of practice teaching.

3.6 Best Practices in Research, Consultancy and Extension

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

- *The college encourages its faculty members to engage in research. Some faculty members are actively pursuing advanced courses for acquiring higher degrees.*
- *The college makes all out efforts to encourage faculty members to write articles / papers for publication in Journals. Papers have been presented at national level.*
- *The college ensures participation of faculty in workshop of research methodology. It promotes its faculty members to participate in education related conferences / seminars workshops by providing required funds and facilities.*

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

The college is not a research oriented educational institution. However, it endeavors to promote research through various means and devices.

- *Subscription to national and International journals.*
- *Computer lab with modern facilities.*
- *Availability of internet facility.*
- *The college provides flexibility in teaching schedule to the faculty doing research work.*

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Research Consultancy and Extension* and how have they been acted upon?

Not applicable

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous assessment and accreditation.

Not applicable

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes, the institution has the physical infrastructure as per NCTE norms. Copy of the information is attached. Annexure - 4

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

Since the institute has already developed the infrastructure for the present need of the courses but if needed the management will take necessary steps for augmenting it.

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

The overall personality development of the students is the aim of the college. So the students are exposed to a variety of co-curricular, extra-curricular, social and community development activities on and off the campus. The facilities available for co-curricular and extra-curricular activities are as follows:

Modernized Educational Technology Laboratory, Well equipped science and Psychology laboratory, Advance Technology computer lab improvised gadgets, peripherals and instruments and Audio visual facilities.

Spacious and well ventilated Auditorium for cultural activities

List is attached. Annexure - 4

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

The institution offers B.Ed., M.Ed. Courses. The existing building and infrastructure is sufficient and according to NCTE norms.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

All these facilities are available.

- *The college building is well furnished and properly maintained. Separate toilet facilities are provided for students and staff. Attached toilet facilities are provided in Principal's room .*
- *The entire premises are kept cleaned by sweeping and mopping regularly. First aid kit is provided in the college.*
- *Awareness lectures on Health and Hygiene are organized to bring awareness among the students by Eminent Doctors. The library has a good number of books .*
- *Fire Extinguisher are installed in important places of the building.*
- *The institution has a health care centre headed by a visiting Doctor.*

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

4.2 Maintenance of Infrastructure

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13	
<i>Building</i>	42,000/-	3,500/-	7,700/-	-	2,53,100/-	
<i>Laboratories</i>	30,540/-	33,766/-	6,375/-	32000/-		
<i>Furniture</i>	-	-	11000/-	-		
<i>Equipments</i>	6,230/-	48,782/-		7,350/-		
<i>Computers</i>	1,800/-	-		12,340/-		37,575/-
<i>Transport/Vehicle</i>	-	-	43,519/-	25,930/-		-

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

The building is constructed as per the norms of NCTE and is being used for the same purpose.

- *Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities in the following ways:*
- *The buildings are used for administration, teaching.*
- *Library is used for keeping books for reference and enrichment of knowledge by students and staff members.*
- *The audio – visual materials are utilized for training the students in developing teaching skills.*
- *The computer laboratory is used by students to prepare power point slides for presentation, for browsing, doing ICT related project works etc.*

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

College is located in pollution free and noise free environment classrooms are spacious, ventilation is proper.

In the beginning of the academic session the faculty members orient the student regarding personal hygiene and the importance of keeping the premises clean by making uses of dustbin, avoiding litter and garbage through proper disposal of sanitary napkins , food wrappers and left over food. All these aspects are emphasized in this orientation to develop proper habits in personal hygiene so as to maintain clean healthy environment in the campus.

Medical plants and herbs like neem , aloe vera and tulsi have been planted to create awareness regarding to importance and usefulness of these plants a variety of potted plants are maintained that enhances the aesthetic sense of the teacher trainees and creating awareness among them to keep the environment beautiful.

4.3 Library as a Learning Resource

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

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

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

Number of books-7200, journals--279, Reference books-2430, educational C.Ds.-8, encyclopedia-35, internet access facility available, Photocopier machine available.

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.

There is a library advisory committee is formed to review the various library resources and other concerning activities. The committee includes the principal, 2 staff member, 1 student representative and a management member.

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

Library is semi-computerized.

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

Yes, the institution library have computer, internet reprographic facilities. Staff and the student are aware of these facilities and they frequently make use of it.

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

No

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.)

Working days of library are near about 280 days in an academic year. It is closed on only Sundays and gazette holidays. The working hours per day are 7 hours i.e. from 11:00 am to 5:00pm.

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

The new arrivals are displayed on a display board of the library. Notices are also displayed.

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

Yes, the library have a book - bank. The books from this facility are given to those students who financially weak.

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

Special care is provided to the physically challenged persons.

4.4 ICT as Learning Resource

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 available ICT facilities are following

➤ *Computer lab*

- *Educational CD available*
- *Internet connection available*
- *LCD*
- *Printer*
- *Speaker*
- *Camera*

➤ *Software used*

- *MS-word*
- *PPT, excel, paint, Mozilla fire fox*

2. Is there a provision in the curriculum for imparting computer skills to all students?

If yes give details on the major skills included

There is an optional paper 'computer education' is included in the curriculum and interested students can opt it. In this student get basic knowledge of computer as well as they learn to prepare the power point presentation.

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

Faculty uses the computers to teach some topics through power point presentation and LCD projectors. Internet facility is there to update their knowledge. Besides this the model examination papers are developed in institution itself.

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 teacher use technology in their practice teaching and in preparing teaching aids.

4.5 Other Facilities

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.

The instructional infrastructure facility available in the institution is exclusively used by the institution.

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

The audio-visual facilities available are

- *Subject and content related CDs*
- *LCD presentation prepared by the students/faculty.*
- *LCD projector, OHP, television, audio cassettes, DVD player, tape recorder.*

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?

Psychology lab, ET lab, Science lab, computer lab, Method lab, are available in our institution some faculty member are given the responsibilities of lab, and they act as the lab in-charge. In work staff meeting, the proposals, to enhance the facilities are given.

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

Multipurpose hall - 1

Music – music facilities are available

Sports –sport materials are available.

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.

One classroom is prepared to use the technology for teaching. This room is used whenever needed; the room is equipped with OHP, LCD, Television, video recording facility.

4.6 Best Practices in Infrastructure and Learning Resources

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

The institution follows the instructor centered as well as student centered model for teaching and developing various skills. The faculty is encouraged to use the technology in the same.

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

Non print materials like teaching aids, audio visual facilities like computer systems, digital camera, CDs, DVDs are used.

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

There is a planning to enhance the use of ICT in teaching. Properly deployment of Quality Management System in academic process is being developed.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

Not Application

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

Not Application

Criterion V: Student Support and Progression

5.1 Student Progression

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

The student joins the college through counseling as they appeared in Pre B.Ed. test and hence their preparedness is already assessed for the programme. In the inaugural ceremony they are introduced to the programme. An orientation programme is conducted to prepare the students.

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

The campus environment is inspiring and conducive for education. Students are motivated by the posters displayed on the notice board; the names of the achievers are displayed on the notice board.

Calm and clean environment in natural settings, sound infrastructural facilities and good faculty makes conducive atmosphere to improve the performance rate of the students.

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

Gender wise dropouts in last five years.

<i>Session</i>	<i>B.Ed</i>	<i>M.Ed</i>
2008 – 09	03	00
2009 – 10	04	01
2010- 11	04	00
2011- 12	04	01
2012- 13	05	00

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

Library facility with competitive books & Internet, counseling by faculty, there are many students (near about 30-40%) who got the state services in education department through competitive examination.

The placement of college gives the student consistent counseling and unable them to compete for jobs.

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	14	12	15
Employment (Total)	39	40	42
Teaching	38	39	40
Non teaching	01	03	02

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

Yes, the old students are provided the library access. The electronic information, audio/video resources, computer hardware /software is also provided to them on certain terms & conditions.

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

The institution has no formal placement cell. But the information regarding vacancies, examinations, coaching and counseling is provided to students.

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

The difficulty faced by placement cell assistance services campus interview is communication skill problem because of most of students are from Hindi medium that are weak in English medium candidates to that demand.

The institution overcomes this difficulty by providing communication skill training classes for students who are weak in language.

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

Some practice teaching schools placed many of the students of our college in job. Yet institution has made no formal arrangements for this, since there are a few vacancies available.

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

Newspaper, employment news, competitive magazines, internet are provided by the institution.

5.2 Student Support

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

A meeting is organized at the beginning of session and academic calendar is finalized. Each faculty member is given responsibility according to their interest & attitude. These activity incharge follow the academic calendar and conducts the programme. Principal/ HOD supervise the whole programme. Shortcoming is reviewed and suggestion from the faculty/principal / HOD are taken and incorporated.

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

Extra efforts are taken by the faculty as per the individual requirement of the physically challenged students. Such as

1. A nearby school is provided for the teaching practice.

2. Co – curricular activities are assigned to them as per their choice / options are given to them.

3. Does the institution have mentoring arrangements? If yes, how is it organised?

- *Every teaching faculty in the institution is being involved in the tutorial system .*
- *A group of students are given opportunity to for veranda decoration, cultural programme and seminar under the guidance if teacher educator.*

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

Each faculty member is given certain responsibility and make in charge of different activities. To enhance and support the faculty personality development, computer training is provided.

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

Yes, the institution does have its own website which is updated according to requirement, by the computer operators. The website is WWW.shivacollege.com The website displays comprehensive information about the institution.

The following information has been mentioned on the website.

Bring history and introduction of the college.

- *Mission, vision and objectives.*
- *About management.*
- *Staff information.*
- *Academic calendar.*
- *Information of upcoming activities.*
- *Courses in college.*
- *Admission policy.*
- *Contact details and guide map of college.*

In future we are having a plan to update all those programmes in website like Alumini meet, parents-teacher meet, workshops, Seminar that are being conducted in our college.

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

Yes, the institution provide remedial programme for academically low achievers. Extra classes, guest lectures, model lessons by senior faculty, Subject experts are conducted time to time.

7. What specific teaching strategies are adopted for teaching

(a) Advanced learners and

Advanced learners are provided with certain opportunities through computer training, organizing seminars and social development programmes to develop themselves.

(b) Slow Learners

They are also given the certain responsibilities of the institute to develop their practical knowledge. Slow learners are provided remedial teaching, extra classes. Co curricular activities, personality development programmes are organized to build up their confidence level.

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

- In guidance services, educational and career development and vocational opportunities are the two major are also available to the teacher trainees.*
- Student Teacher are guided to be self independent.*
- Information is given to the student teacher regarding the need and benefits of further education.*
- The institution also informs the teacher trainees about various competitive examinations conducted by the state government.*
- Guidance is given about job opportunities, application procedures, and interview preparation to the teacher trainees.*

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

The grievance are addressed by the management through complaint and suggestion box kept in the reception and the management goes to it in regular interval for performing corrective and preventive action.

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

The progress of the candidates is monitored and supervised at different stages through observation, assessment and evaluation, weekly test, model exams. Practice teaching, co-curricular activities, productive work are regularly observed and assessed and suggestions and steps for improvement are taken accordingly.

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

- Orientation to practice teaching is given by the practice teaching in-charge teacher educators.*

- *Guidance on the selection of methods is given.*
- *Orientation to various micro teaching skills is provided.*
- *Demonstrations to the various skills are given by teacher educators.*
- *Micro teaching skills are practiced by the student teacher in the peer group.*
- *An integrated lesson is presented by the students in their peer groups and feedback is provided.*
- *Ideal lessons are presented by the teacher educators to get prepared for the practice teaching.*
- *Method wise demonstration lessons are given by teacher educators teaching different methods.*
- *Guidance is given to student teacher individually by teacher educators before the student teacher begins lessons in the schools.*
- *The follow up support in the practice teaching.*
- *Every lesson taught by the student is observed and feedback is provided in the lesson plan.*
- *After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency.*
- *Students have teachers to observe the lessons taught by their peer and have to record the observation in the observation Book.*
- *The following day during the guidance period the guidance teacher educator and the student teacher deliberates on the given feedback for further improvement.*

5.3 Student Activities

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

Yes, the institution has an Alumni Association

(i) List the current office bearers

_____ – Office bearer

<i>President-</i>	<i>Shri Murtuza Daudi</i>
<i>Vice-president-</i>	<i>Smt. Pooja Sinha</i>
<i>Secretary-</i>	<i>Smt. Neelam Sukhdev</i>
<i>Deputy secretary-</i>	<i>Smt. Bashir Nisha Khan</i>
<i>Treasurer-</i>	<i>I. Abid</i>
<i>Member-</i>	<i>1. Ashish Shukla</i>
	<i>2. Deepesh</i>
	<i>3. Neetu Shrivastava</i>
	<i>4. Baby Chanda</i>
	<i>5. Yashoda Banjare</i>
	<i>6. Sunita Tiwari</i>

(ii) Give the year of the last election

2011

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

Activities of the last two year conducted by the alumni association were:

- Academic guidance
- Inviting to demonstrate lesson
- Give feedback about the curricular and co curricular activities of the college
- Advising the student how to use the infrastructure and learning environment of the college

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

(i) Position.

S.NO.	NAME OF THE ALUMNI	POSITION OCCUPIED
1	Shri Murtuza Daudi	ITI Instructor
2	Smt. Pooja Sinha	Sr. Teacher in School
3	Smt. Neelam Sukhdev	Sr. Teacher in School
4	Smt. Bashir Nisha Khan	PGT
5	I. Abid	Principal
6	Ashish Shukla	PGT
7	Deepesh	PGT
8	Neetu Shrivastava	PGT
9	Baby Chanda	PGT
10	Yashoda Banjare	PGT
11	Sunita Tiwari	PGT

(ii) Give details on the contribution of alumni to the growth and development of the institution.

Some of the activities conducted by the alumni are as follows

1. The alumni association helped the college in branding the name of college.
2. Alumni offer their suggestions for institutional development in the meeting.
3. Alumni share their experience with current students

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

All the students are divided into 5 groups. Inter group competitions are organized on different themes. Each group works under the supervision of a faculty member i.e. group in-charge. Healthy and conducive environment is given to students for all round development. All the students have to participate in these activities compulsorily.

Other than this varandah decoration, bulletin board presentations are also done by the students. Different competition including sports & games are also organized. Various sports facilities are available in the institution.

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

Students are motivated to participate in seminar and workshops.

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

Yes, the institution has a student council. Selection of student leader is based on the percentage secured in the previous examination.

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

Student council, student welfare council, are the different committee having student representatives. These bodies actively take part in organizing various activities. They also suggest for the improvement and betterment of the institution.

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

Yes, the student leader and faculty member give suggestions to improve the growth and development of the institution.

5.4 Best Practices in Student Support and Progression

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

Best practices for student progress

- *To organize the personality development programme for the personality development of college students.*
- *To organize the craft programme for the creativity development of college students.*
- *Guest lecturer are organized low the students in order to help them in preparing resumes and for competitive exams.*
- *To organize the annual sports like indoor games and outdoor games every year in college.*
- *To show the talents of students, organize the different types of competition like- single*
- *Best Practices for Student Support.*
- *Hostel facility is available in this college for the students who comes out of state and edge of different distance of village in Chhattisgarh state.*

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

Not Applicable

2. What is the other quality sustenance and enhancement measure undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

Not Applicable

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Objectives:-

- *To produce sincere and dedicated teachers to teach at higher secondary level.*
- *To motivate the students for solving their problems related to education with the help of research process.*
- *To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.*
- *To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.*
- *To develop positive attitude, interest and passion towards teaching profession among them.*
- *To lay emphasis on developing a sense of discipline, upholding moral values, knowledge of health, hygiene, recreational activities, creative abilities and games.*

MISSION

- *To inculcate in the minds of teacher trainees,an absolute desire for learnin to teach teaching to learn, with the will of leadership.*
- *To provide equal opportunities to all students irrespective of their caste/creed/religion in acquiring knowledge.*
- *To be an outstanding institution by providing excellent carrier based program.*
- *To inspire the learner to acquire knowledge and skill so as to enable them to apply these tools to benefit the society and nation at large.*

VISION

To equip the student teacher and to prepare the learner to face global challenges of the future

GOALS:

- *To develop proper training methods like as hard-work and discipline among student-teachers.*
- *To realize their full roles and responsibilities as a teacher inside as well as outside the class room.*
- *To train the students to give guidance and counseling to school students.*
- *Developing the leadership and personality of the trainees.*
- *To encourage the students to make wealth from waste and to prepare effective teaching aids.*
- *To train the students to develop ICT learning materials at higher secondary levels.*
- *To create awareness about the contribution of natural resources.*
- *To make the students academically to competent teachers along with both teaching as well as knowledge skills.*
- *To facilitate the students for the expression of their creativity.*
- *To develop awareness and attitude to word global job placement services.*
- *To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching – learning process.*

VALUES

- *Outstanding teaching and service.*
- *Diversity and equality.*
- *Professional teaching training.*
- *Academic excellence.*

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 include the institutions goals and objectives in terms of addressing the needs of the society , the student it seeks to serve, the school sector, education institutions traditions and value orientations .The need of the society is to have proactive leaders who will lead the people properly for ever changing society in terms of knowledge , technology etc.

The student to whom the college seek to serve are the future teachers preparing them for becoming quality teachers who prepare their students for facing the globalize world with

proper value systems ,technological knowhow ,quest for lifelong learning etc. this is reflected in the mission ,goals and objective of the college.

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, etc.)

The management is committed and performs the leadership role for effective and efficient transaction of teaching and learning process in the college. The "SHIVA EDUCATION SOCIETY" Which is the management of the college is a REGISTERED society.

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

Institution had developed its own Quality Manual based on ISO 9001:2008 norms. In the manual responsibility, authority and communication had defined very specifically. This section explains the quality organizational structures of the College along with the responsibilities and authorities of all top management personnel covered under our QMS.

Chairman: *Chairman is member of the governing body of the college. Chairman with the consent of the Secretary and other executive members approves the budget for the college. He has the authority of modification/ alteration of the procedure, rules and regulations. He is the final appointing authority for any appoints takes place in the college. He is also the appointing authority of M.R. to install and maintain the QMS of the college. He presides over all the meetings of college managing committee. He has the authority to disallow any resolution considered to be detrimental to the interest of the college. He is also responsible for ensuring implementation and maintenance of Quality Policy. He has the responsibility for identification of resources for the college.*

Management Representative: *He reports directly to the Chairman and has overall responsibility to ensure that the process needed for QMS are established, implemented and maintained. He also ensures the promotion of awareness of customer requirement through out the organization.*

Secretary: *He will be holding the responsibility next to the Chairman. He along with the consent of the Chairman and other executing members allocates the budget for the college. He is one of the authorities for the passing of the bills.*

Principal: *He is the head of the college academic section. He is subjected to the Ex-officio secretary of the governing body. His responsibility is to look after the college academics and its function. He directly reports to the Chairman. He assigns duties to the Section Heads, Teachers, Librarian, Computer section and Labs. He shall have the authority to*

admit student to the college. He is also responsible for overall functioning of the college. He has the responsibility of setting an overall direction of the college.

Administrator: He is one of the members of the college council. He is responsible to take care the general administration of the college. He shall be directly responsible to the Chairman and to the Principal of the college. He shall be responsible for the proper functioning of infrastructure facilities of the college.

Head of the Departments: Head of the Departments are authorized to analyze the work of the teachers of their concerned subject and to guide them for their better performance with respect to the teaching pedagogy. Responsibility of the Head of the Department is to organize, plan and supervise the allocated department with the guidance of the Principal. They will directly report to Principal & Administrator.

Faculty : They are directly reporting to the Department Heads. The responsibility and authority of Faculty are,

Imparting education, both academic & non-academic under guidelines and schedules of the college.

Organizing, implementing & planning activities related to academic & non-academic areas of learning.

Conducting exams, formulating reports and maintaining attendance of the students.

Interacting with parents/ guardians.

Organizing cultural functions & festivals related to the college.

Librarian: The librarian shall directly report to the Principal. The responsibility and authority of the Librarian are,

To organize for the easy trace ability of the library material.

To organize the distribution pattern of the books/ magazines etc in the library.

To procure books and categorize them through the classification pattern.

To distribute the books in a systematic manner to the students and staff in accordance with the timetable.

To store/ maintain/ stock/ replenish all library goods.

In charge (Computer Section): The In charge(C/S) shall directly report to the Principal. The responsibility and authority of the In charge(C/S) are,

To maintain computer as well as the records in the digital mode.

To upgrade the machines from time to time if required.

To install and maintain the software required for proper functioning of the computer and course curriculum.

In charge (Labs): The In charge (Labs) shall directly report to the Principal. The responsibility and authority of the In charge (Labs) are,

To maintain and upgrade the Laboratory from time to time if required.

*To organize, plan, supervise and being responsible for the Laboratory.
To make the laboratory free from all type of hazards.*

Non-teaching staff: *They shall report directly to the Manager. There responsibilities are:
Implementing duties in the support areas of the college.
Distributing and collecting letters, documents etc. between and outside agencies.
Manifesting general cleanliness and security related to students and college property.
Proper maintenance of college equipment.
Any other duties, which comes up from time to time.*

The responsibility and authority of an individual gets automatically delegated to the next senior most person in the same organizational hierarchy in case of absence of the individual unless otherwise specified by the appropriate authority.

4. 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?

A management review committee is formed comprising of Principal, President, Management representative and H.O.D's, which take care of feedbacks and on that regular meeting are conducted. registers are maintained like management review meeting register and staff council meeting register..

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

We have developed standard operating procedure to identify the barriers and corrective action procedure.

We had developed procedure to identify the barriers and corrective action procedure by internal audit process . Management Representative shall decide the frequency of Internal Audit and Audits conducted covering areas at least once in three months. Exact date, duration and time of the internal audit shall be decided by MR and communicated to all concerned in advance. Each Internal Audit Team shall consist of one or more trained internal auditor which shall be decided by Management Representative depending upon the situation.

1.	<i>Status of NCR</i>	<i>ISO/QR/GENL/8.2.2(A):4/ VOL.NO.</i>	<i>M.R.</i>	<i>Three Years</i>
2.	<i>Audit Reports</i>	<i>ISO/QR/GENL/8.2.2(A):5/ VOL.NO.</i>	<i>M.R.</i>	<i>Three Years</i>
3.	<i>Extension requests for Corrective / Preventive action Time Schedule</i>	<i>ISO/QR/GENL/8.2.2(A):6/ VOL.NO.</i>	<i>M.R.</i>	<i>Three Years</i>

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

Institution ensures the personal & professional development of the teaching staff by encouraging them in getting higher qualification, research work. The institute organizes state level /national level seminars, guest lectures by the eminent personalities, magazine publication for the betterment of the faculty and students.

7. 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 institute had defined standard operating procedure for all the activities that are Quality critical. The various areas like administration , utilization of resources, teaching learning process all are process driven activity.

6.2 Organizational Arrangements

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

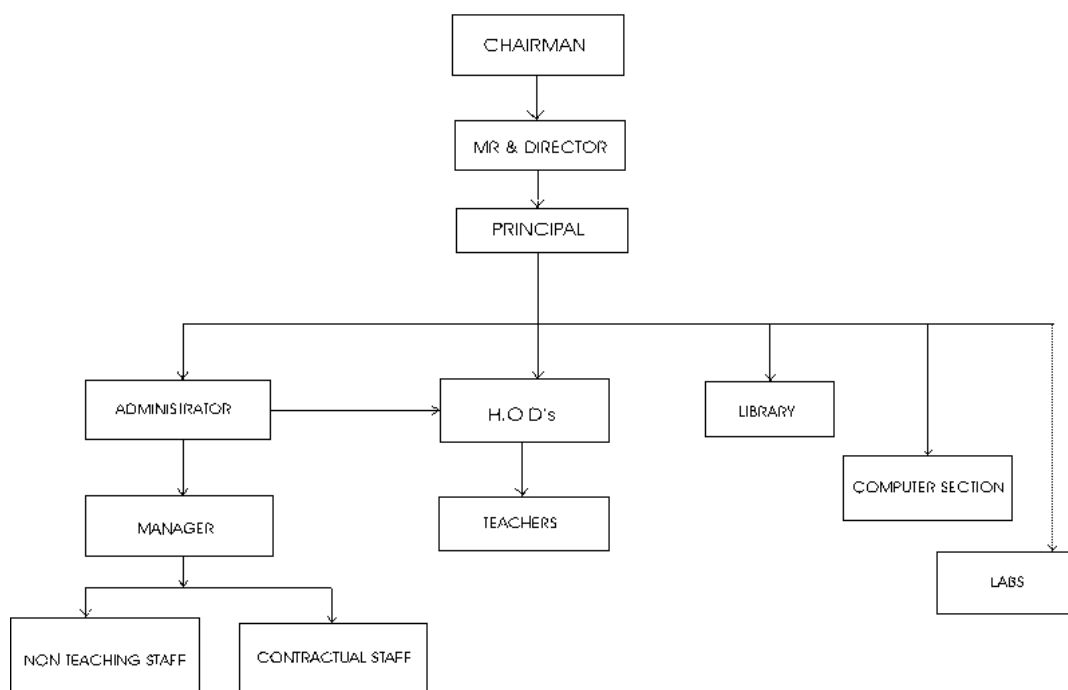
The management had distributed the entire College activity into three section i.e. ACADEMIC, GENERAL and ADMINISTRATION. It is the activity of Management Representative to monitor the performance of Quality Management System. Different sections have different area of mentioned in quality manual.

To make the decision regarding the academics, finance , infrastructure , faculty, research , extension and linkages various committee are formed which take cares of the respective areas. Mechanism of individual processes are well defined and documentation are maintained for the college reference.

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

The organization structure and the details of the academic and administrative bodies are well defined in Quality Manual of the Institution.

ORGANISATIONAL CHART



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

The administration is well decentralized and each area are functioning independently but the information sharing from other department is also performed,

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

The institute had already implemented Quality management system in college. College had strong tieups with various local Schools for the practice teaching of the faculties.

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

Yes ,we have the management review committee to use the data and information from feedback in performance improvement .We had well defined Corrective action procedure .

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

Conducting regular training programmes on various topics.

6.3 Strategy Development and Deployment

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

Yes, the institute had developed MIS regarding system regarding Academic, general & administration section.

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

The institution make sure that the changes required in the peocess should be done in equal propotion.

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

The need of resources to support the implementation of mission & goal are planned and obtained at the start of every academic session.

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

Process of developing academic plan is done on he basis of suggestion given by parents, students and stakeholders.The feedback and suggestions obtained from the head of the practice teaching schools,faculty and administrators are also considered while planning.

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

It is displayed at various locations like principal room, notice board and staff room. Training is provided to every staff member to understand the main objectives of Quality management system.

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

1. *Prior to start of the new session, a meeting shall be conducted by Administrator under the Chairmanship of Principal consisting of Principal, Administrator & all HOD's in line with Admission procedure where in College calendar for the entire session is designed and finalized. While designing the college calendar following points shall required to be taken into consideration:*

- b. Curriculum of the B.Ed as per the norms of University.*
- c. Capacity and availability of classrooms.*
- d. Faculty required for the course and its availability.*
- e. Time frame to complete the course as per schedule and norms.*
- f. Infrastructures support required.*
- g. Provision for weekly tests, Terminal and Annual Exams.*
- h. Timetable.*
- i. Library books required.*
- j. Syllabus, ordinance and norms of NCTE and University course.*
- k. Events and list of Holidays.*
- l. Arrangement of Art & Culture classes.*
- m. Training requirement for faculties.*
- n. Lab schedule and Software required.*
- o. Other relevant points (if necessary).*

2. *The design of the College calendar as well as allocation of classes to the class teachers shall be finalized at least 15 days before the 1st of June every year & approval from Chairman shall be obtained.*

3. *Upon getting the finalized College calendar, respective HOD's in consultation with subject teachers shall prepare the monthly plan as well as daily plan of the syllabus break up prior to 1st June every year so that the entire syllabus may be completed latest by 10th. January, and the revision classes may soon be started after completion of syllabus. Syllabus breakup thus prepared shall require the approval of Principal.*

4. *Before commencing of the classes, class teacher shall collect college calendar, study material and necessary reference books from the library.*

5. *Subject teacher shall submit the day-to-day synopsis of the proposed classes to be taken and courses to be covered for that particular day in the office of the Principal before starting of the assembly.*

6. *Before going to the classes, subject teacher must have the necessary preparation on the topics to be covered, lesson plan, meanings, question answers and certain topics specially designed for the weaker students.*

7. *Subject teacher shall also carry out Teaching Aids such as Black Board Work, chart work, Map work etc as and when required.*

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

The institution plans for the new technology according to requirement and resources available.

6.4 Human Resource Management

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

Institute had developed its own mechanism for the faculty development needs and career progression.

In order to regularly update the knowledge and skill of the employee following procedures are provided as mentioned below:

1. *The training calendar shall be considered as academic year.*
2. *Identification of training needs for the all employees shall be done, considering the eligibility criteria as per University Norms/ Institutional need for competence enhancement by the Administrator in consultation with Principal & HOD's before start of new academic year on the basis of the following:*
 - a. *Skills required for execution of work.*
 - b. *Introduction of new technologies or courses.*
 - c. *Change in the responsibilities.*
3. *All the training and its scheduling is done by the Administrator. Approving authority for the scheduled training programme shall be Principal. Availability of in house and external trainers shall be taken in the consideration while drawing out the training plan.*
4. *If the trainer is not available in house, external faculties shall be arranged.*
5. *The Administrator shall intimate identified trainees in time through their sections heads.*
6. *The effectiveness of training imparted to the employees shall be evaluated with the help of feedbacks obtained. This finding shall be reviewed for determining one of the basis for future training requirement.*
7. *A training card shall be maintained for each employee .*
8. *All the training cards for the employees shall be maintained as per record control procedure.*
9. *Administrator shall fill up the training cards after completion of each training for every employee and get the relevant column signed by the designated authority.*

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?

Yes Institution take care of the faculty and staff and monitor them for better career.

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 welfare measure for the staff & faculty are as follows

- i. Personal Accident benefits
- ii. Group medical claim

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, the institute conduct staff development programme at regular interval and their training cards are maintained.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The institute has defined strategy to recruit and retain diverse faculty and other staff .

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

Specialization is the criteria for employing part-time/ Adhoc faculty.

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).

College have defined its own policies and practices for the development of the facultys. Budget allocation had already being identified for staff development , research , seminars and other activities. Institution had already got tieups with various national and international bodies for the values education, physical education and personality development programme.

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

Physical facilities provided to the faculty are staff room, furniture, telephone, computer, printer, and internet.

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

The information can be collected from the following sources:

1. Notice Board
2. Web site of the college.
3. Prospectus of the college.
4. Circular book.
5. Personal enquiry in the office.
6. Staff meeting.
7. Management council meeting.
8. Parents meeting.
9. Alumni meeting.

The complaint can be made in the following way.

1. Written complaint to the office.
 2. Grievances redressal mechanism.
 3. Complaint box.
 4. Right to Information Act.
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.

Work load is decided at the time of preparation of curriculum breakup.

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

Yes, every year the improvement of the employees are assessed, based on their self appraisal report and management review.

6.5 Financial Management and Resource Mobilization

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, resources of revenue and income generated are through.

- i. Self investment
- ii. Fees
- iii. Others

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

No

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

Yes

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Budget allocation

1. Income / expenditure statement

2. Future planning

3. Resource allocation

Refer – Annexure-7

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 pares, objections raised and dropped).

Yes, Audit report is attached for last 2 years. Annexure –6

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

Yes, it is partially computerized.

6. 6 Best practices in Governance and Leadership

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

The following best practices in governance and leadership are significant by the institution.

1. The institution has a clear organizational structure it is decentralized.

2. Governing body is evaluating and controlling all the programmes.

3. Every year the head of the institution, along with faculty design the academic plans for smooth functioning of institution.

4. *The institution possesses a standard recruitment policy & procedure to acquire quality workforce and they provide safe and secured environment to retain the employees.*
5. *Remedial classes are conducted for needy students.*
6. *An Internal Quality Assurance cell has been established.*

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

Not Applicable

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

Not Applicable

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Institute had developed its own Quality Management System based on the norms of ISO 9001. Regarding Internal Quality Assurance Cell it has not formed very specifically.

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

Proper plan to check act cycle is developed for quality management system The opinion and feedback regarding the teaching and administration of courses is collected from the teacher trainees at the end of the year based on these suggestions for improvement and enhancement of quality are given by the principal from time to time .This ,thus becomes an effective mechanism to evaluate the achievement of the goals and objectives.

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

The Institution ensure the quality of academic programs as follows-

1. *All the academic programmes are undertaken as per the academic plan. The academic programs are planned executed and evaluated.*

2. *The college prepares academic calendar as per the guidelines provided by university.*
3. *For College prepare the time table according to the syllabus with the available staff in the beginning of the academic year.*
4. *The college prepares the action plan to implement the time table according to syllabus.*
5. *Use of technology in the academic programmes.*
6. *Accomplishing learning objectives framed by the teacher educators.*

Demonstration lessons of practice teaching lessons by students.

Observation of teacher educators lectures and Ideal lessons plans by the principal during the academic year.

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

Institution had developed its own Quality Management System for the above said activity.

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

Quality manual system is based on 3 major division of the institution , i.e. Academic, General and administration .Well defined procedures are laid down for the above activities .Proper roles and responsibilities are given to the various post in the organization.

7.2 .Inclusive Practices

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.

Seminars are conducted on the topic of Inclusive practices regularly .Discussion and document are developed and kept in the working for reprocesses. Principal of the institute discuss the issues of national policies and inclusive education with faculty members. Faculties are directed to be unbiased towards students coming from lower economic classes and towards physically challenged students further full support is given to them.

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?

Total 10 hours of study is made compulsory for the students to learn about inclusion, gender difference and notes are prepared using internet, group discussion and classroom studies. In accordance with the academic plan B.Ed. students administer psychological tests on various traits, abilities and interests. Through administration and analysis they learn about the exceptionalities as well as gender differences and their impact on learning.

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.

1. *Community camp, social awareness camp is regularly organized for encouraging social interaction.*
2. *Computer training, well maintained library, co-curricular activities, extra co-curricular activities engaged the students in learning.*
3. *Various academic activities, seminar, guest lecturers motivate the students and create a conducive environment to them.*

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

After the class room study, internet notes and group discussion, the student has to go through the viva voce test by the Head of department and faculty members. Internal assessment marks are given on their performance and thus institute ensures that student teachers do have efficiency or not. Student teachers are made proficient with working with children from diverse background through-

- *Practice teaching schools with special emphasis on the municipal schools.*
- *Visit to institutions working for the underprivileged.*
- *Community work.*
- *Extension activities.*

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

Institute addresses the special needs of the physically challenged by providing them.

- *Comfortable seating*
- *Personal care*

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)?

Institute had framed a women cell to handle gender sensitive issues. The committee of staff and management conducts meeting for any complaints getting addressed and then proper action is taken.

7.3 Stakeholder Relationships

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

Academic performance of the institute displayed in the notice board in graphical form and tabular form .Institution are filed later on after certain period in the file.

Administrative related information is displayed in the notice board of administrative block and after certain time is stored in a file.

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 gets satisfaction of the students and stakeholders.

- *Reputation of the institution with good academic performance and academic achievement gives more satisfaction for the students.*
- *Campus can be seen with healthy-clean green.*
- *Safety and Security in the college and hostel in ensured.*
- *Co-curricular activities develop the holistic personality of the students.*
- *Campus interview is also organized.*
- *Competent faculty and cordial students teacher relationship is found.*
- *Library and Internet facilities are available.*
- *Open and spacious playground can be seen.*
- *Audio visual based teaching and learning methodology is followed.*

- *Periodical monitoring and personal care is given to the students.*
- *Counseling and guidance is also given whenever needed.*
- *Encouragement and motivations are given to the students to organize co-curricular activities.*
- *Best academic result is also a good satisfaction.*

Continuous improvement in teacher quality through various innovative teaching creative thinking and learning methods

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

The student satisfaction survey is conducted by taking a feedback from a representative sample of students once in six month. A student satisfaction feedback is sent to the identified sample size of the students, the feedback is collected, analyzed and action plan is made on major issues with student and action plan is made for improvement on the problem areas. Feedback mechanism adopted to collect data from student teachers, alumni, professional community and other state stake holders on program quality are:

- *Personal discussion.*
- *Written suggestions from students, practice teaching schools, Alumni.*
- *Management board.*
- *Exit meeting conducted by the principal.*

Data collected, and then segregated according to the area of suggestions like:

- *Improvement in lecture programs.*
- *Change in the attitude of teacher educators.*
- *Preparedness of teacher educators for their lectures.*
- *Use of technology by teacher educators.*
- *Understanding student teachers problems.*
- *Upgrading the in guidance given by the teacher educators.*
- *Practice lessons given by the teacher trainees.*
- *Behaviors of the student teachers in their respective practice teaching schools.*

The institutions ensure that the data collected is analyzed and remediation done feedback is given to the student teachers and quality is ensured. The teacher educators and the student teachers are counseled personally by the principal. Follow ups is also done to check the improvement and the implementation of the suggestion

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

Not Applicable.

Mapping of Academic Activities of the Institution

1. This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

Prescribed Map Attached.