

**A. Profile of the Institution**

1. Name and address of the institution:

**Springdale Mahila Mahavidyalaya, Bareilly**  
Village Dohna Pitam Rai, Near Siddhi Vinayak Institue,  
Nainital Road, Bareilly.243202

2. Website URL : [www.springdalemahilacollege.org](http://www.springdalemahilacollege.org)

3. For communication : 0581-2907077

**Office**

<b>Name</b>	<b>Telephone Number with STD Code</b>	<b>Fax No</b>	<b>E-Mail Address</b>
Head/Principal	0581-2907077		smm.brly@gmail.com
Vice-Principal	-----		-----
Self - appraisal Co-ordinator	0581-2907077		smm.brly@gmail.com

**Residence**

<b>Name</b>	<b>Telephone Number with STD Code</b>	<b>Mobile Number</b>
Head/Principal		9286044826
Vice-Principal		-----
Self - appraisal Co-ordinator		9458410321

4. Location of the Institution:

Urban  Semi-urban  Rural  Tribal

Any other (specify and indicate)

5. Campus area in acres:

1.25 acres.

6. Is it a recognized minority institution? Yes  No

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

MM	YYYY
08	2003

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

M, J. P. Rohilkhand University, Bareilly

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

2f

Month & Year

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

12B

Month & Year

MM	YYYY
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10. Type of Institution

a. By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

b. By Gender

i. Only for Men

ii. Only for Women

iii. Co-education

c. By Nature

i. University Dept.

ii. IASE

iii. Autonomous College

iv. Affiliated College

v. Constituent College

vi. Dept. of Education of Composite College

vii. CTE

Viii. Any other (specify and indicate)

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:

S. N.	Level	Program me/ Course	Entry Qualification	Nature of Award	Durati on	Mediu m of instruct ion
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed	Graduation	Degree	One Year	English & Hindi
iv.	Post Graduate			Diploma		
				Degree		
v.	Other specify			Certificate		
				Diploma		
				Degree		

*(Additional rows may be inserted as per requirement)*

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/ Elementary				
Secondary/ Sr. Secondary	B.Ed.	NRC/NCTE/UP- 857/216thmeeting/55699 dt.-29/07/2013	continue	100
Post Graduate				
Other specify				

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

*(Additional rows may be inserted as per requirement)*

## B) Criterion-wise inputs

### Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

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

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

Values

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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2. a) Does the institution offer self-financed programme(s)?

If yes,

<input checked="" type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>
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a) How many programmes?

B.Ed
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b) Fee charged per programme

As per govt. structure
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3. Are there programmes with semester system

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

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

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

D.Ed.

B.Ed.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

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

Yes	✓	No	
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Number	
--------	--

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
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Numbe	2
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

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

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

- Alumni

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

- Students

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

- Employers

Yes	<input checked="" type="checkbox"/>	No	
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10. How long does it take for the institution to introduce a new programme within the existing system?

Within no time.
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11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	<input checked="" type="checkbox"/>
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Number	
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input checked="" type="checkbox"/>	No	
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Number	01
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

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

Yes	<input checked="" type="checkbox"/>	No	
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## Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution

Yes		No	
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b) Common entrance test conducted by the University/Government

Yes	✓	No	
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c) Through an interview

Yes		No	
-----	--	----	--

d) Entrance test and interview

Yes		No	
-----	--	----	--

e) Merit at the qualifying examination

Yes		No	
-----	--	----	--

f) Any other (specify and indicate)

Yes		No	
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*(If more than one method is followed, kindly specify the weightages)*

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

a) Date of start of the academic year

16-07-2012
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b) Date of last admission

09-11-2012
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c) Date of closing of the academic year

30-04-2013
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d) Total teaching days

40
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e) Total working days

200
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3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.		100	100	-	-	-	-	100	100
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	✓
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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

34085.00

b) Unit cost including salary component

76219.00

*(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 (%)
D.Ed.				
B.Ed.	13286	85854		
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes	✓	No	
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8. Does the institution develop its academic calendar?

Yes	✓	No	
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9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	50	25	25
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

0	5
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b) Minimum number of pre-practice teaching lessons given by each student

0	4
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11. Practice Teaching at School

a) Number of schools identified for practice teaching

0	3
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b) Total number of practice teaching days

1	5
---	---

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

3	0
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12.How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	10	No. of Lessons Pre-practice teaching	04
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13.Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14.Does the institution provide for continuous evaluation?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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15.Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	15%	85%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16.Examinations

a) Number of seasonal tests held for each paper

0	2
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b) Number of assignments for each paper

0	2
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17. Access to ICT (Information and Communication Technology) and technology.

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

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

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

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

Compulsory  Optional

**Criterion III: Research, Consultancy and Extension**

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

Number	04	50%
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2. Does the Institution have ongoing research projects?

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

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

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

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

N.A.

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

Particular	Yes	No	Number
International journals			
National journals - referred papers Non referred papers	Yes		01
Academic articles in reputed magazines/news papers	Yes		25
Books			
Any other (specify and indicate)			

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

Number	0
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10. Number of papers presented by the faculty and students (during last five years):

Particular	Faculty	Students
National seminars	28	
International seminars	05	
Any other academic forum	23	

11. What types of instructional materials have been developed by the institution?

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specifies and indicates)

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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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	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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14. Are there any other outreach programmes provided by the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus 

<input checked="" type="checkbox"/>	<input type="checkbox"/>
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16. Does the institution provide consultancy services?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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In case of paid consultancy what is the net amount generated during last three years.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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17. Does the institution have networking/linkage with other institutions/ organizations?

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

### Criterion IV: Infrastructure and Learning Resources

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

2653.34 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"/>
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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"/>
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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"/>
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3. How many Computer terminals are available with the institution?

24

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

85000.00

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

87950.00

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

16611.00



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

700000.00
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8. Has the institution developed computer-aided learning packages?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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9. Total number of posts sanctioned

Particular	Open		Reserved	
	Male	Female	Male	Female
Teaching	03	06		
Non-teaching	15	02		

10. Total number of posts vacant

Particular	Open		Reserved	
	Male	Female	Male	Female
Teaching	–	–	–	–
Non-teaching	–	–	–	–

11. a. Number of regular and permanent teachers

Particular	Open		Reserved	
	Male	Female	Male	Female
Lecturers	3	5		
Readers				
Professors				

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

Particular	Open		Reserved	
	Male	Female	Male	Female
Lecturers	--	--	–	–
Readers	–	–	–	–
Professors	–	–	–	–

c. Number of teachers from Same state

08

Other states

nil

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	25 : 02
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

Particular	Open		Reserved	
	Male	Female	Male	Female
Permanent	15	02		
Temporary				

b. Technical Assistants

Particular	Open		Reserved	
	Male	Female	Male	Female
Permanent	-----	-----		
Temporary	1	-----		

14. Ratio of Teaching – non-teaching staff

08: 18
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15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

30%
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16. Is there an advisory committee for the library?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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17. Working hours of the Library

On working days

06
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On holidays

nil
-----

During examinations

06
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18. Does the library have an Open access facility

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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19. Total collection of the following in the library

a. Books	3650
- Textbooks	3163
- Reference books	487
b. Magazines	305
e. Journals subscribed	15
- Indian journals	14
- Foreign journals	01
f. Peer reviewed journals	14
g. Back volumes of journals	173
h. E-information resources	
- Online journals/e-journals	-----
- CDs/ DVDs	05
- Databases	-----
- Video Cassettes	05
- Audio Cassettes	-----

20. Mention the

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

1200 sq. ft.

Seating capacity of the Reading room

50

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation / information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes	✓	No	
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24. Furnish information on the following

Average number of books issued/returned per day

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.

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	02	285	---		239	116380.00
Other books	03	600	----			
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
D.Ed.			
B.Ed.	01	00	00
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

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

3. Does the institution offer Remedial instruction?

15

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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4. Does the institution offer Bridge courses?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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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	100	100	100						
Number of first classes	59	67	70						
Number of distinctions	02	33	23						
Exemplary performances (Gold Medal and university ranks)									

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

Particular	I	II	III
NET			
SLET/SET			
Any other (specify and indicate) UPTET / CTET	30	20	10



- i. 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 (Scholarship from Dis. Social Welfare Dept., Backward Welfare Dept., Minority Welfare Dept.)	44	32	42

*(Additional rows may be inserted as per requirement)*

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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- iii. Does the institution provide Residential accommodation for:

Faculty

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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- iv. Does the institution provide Hostel facility for its students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, number of students residing in hostels

Men

Women

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

Sports fields

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

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

Gymnasium

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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vi. Availability of rest rooms for Women

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

vii. Availability of rest rooms for men

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

viii. Is there transport facility available?

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

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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x. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate				<input checked="" type="checkbox"/>		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	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2011
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19. Does the institution have a Student Association/Council?

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

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

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	60	55	54
Employment (Total)	30	40	35
Teaching	26	31	28
Non teaching	04	09	07

23. Is there a placement cell in the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, how many students were employed through placement cell during the past three years.

1	2	3
05	08	10

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

• Academic guidance and Counseling

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

• Personal Counseling

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

• Career Counseling

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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### Criterion VI: Governance and Leadership

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	02
Staff council	02
IQAC/or any other similar body/committee	03
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1.Guidance & counseling Committee. 2. Placement Committee. 3. Advisory Committee.

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

Loan facility

Yes	✓	No	
Yes		No	

Medical assistance

Insurance

Yes	✓	No	
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Other (specify and indicate)

Yes		No	
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4. Number of career development programmes made available for non-teaching staff during the last three years

03
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5. Furnish the following details for the past three years

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

N/A
-----

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

National

03
----

International

N/A
-----

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

N/A
-----

d. Number of Seminars/ workshops/symposia on Curricular development,

04
----

Teaching- learning, Assessment, etc. organised by the institution

07
----

- e. Research development programmes attended by the faculty

08
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- f. Invited/endowment lectures at the institution

02
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Any other area (specify the programme and indicate)

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

- a. Self-appraisal

Yes	✓	No	
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- b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

- c. Expert assessment of faculty performance

Yes	✓	No	
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- d. Combination of one or more of the above

Yes	✓	No	
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- e. Any other (specify and indicate)

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

06
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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	-----
Fees	5825000.00
Donation	-----
Self-funded courses	-----
Any other (Transport fee)	377000.00

a. Expenditure statement (for last two years)

i. 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.
572257.48	-----
1607770.22	-----
-----	170924.14

ii Is there an internal financial audit mechanism?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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12. Is there an external financial audit mechanism?

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

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Career Counseling

Yes	✓	No	
-----	---	----	--

Aptitude Testing

Yes	✓	No	
-----	---	----	--

Examinations/Evaluation/Assessment

Yes	✓	No	
-----	---	----	--

Any other (specify and indicate)

Yes		No	
-----	--	----	--

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

a) for teachers

Yes	✓	No	
-----	---	----	--

b) for students

Yes	✓	No	
-----	---	----	--

c) for non - teaching staff

Yes	✓	No	
-----	---	----	--

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

Yes		No	✓
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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			28	28%
b	ST				
c	OBC			25	25%
d	Physically challenged			01	1%
e	General Category			46	46%
f	Rural				
g	Urban				
h	Any other ( specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	11.1	3	17.6
b	ST	-	-	-	-
c	OBC	1	11.1	6	35.2
d	Women	6	66.6	2	11.7
e	Physically challenged	-	-	-	-
f	General Category	7	77.7	8	44.4
g	Any other ( specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC				
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other (specify)				

**Note:** 100% result every year.

## **Part II: The Evaluative Report**

This part of the report has to present a meaningful self-evaluation of the institution giving details on the aspects and processes with reference to the core values explained earlier. This part also requires key aspects wise details. It should be organized under the following three sections - an Executive summary giving a brief on the SWOT analysis of the institution, Criterion-wise analysis of the specified key aspects and Mapping of Academic Activities of the Institution. All the three sections put together **should not exceed 200 pages**. To be able to adhere to the page limit, repetition of descriptive information already given may be avoided by providing appropriate reference. Overall the details provided in this section should basically strengthen the quantitative data provided in Part I of this manual.

### **1. Executive Summary**

This may be a brief summary not exceeding two pages, covering institution specific information i.e. the environment in which the institution operates, the regulatory bodies and their controls, key relationship with the practice teaching schools and the community and the challenges faced by the institution in building a quality institution.

### **2. Criterion- Wise Analysis:**

Care may be taken to make this part of the report brief and evaluative by providing only crucial details. The questions given below each criterion are meant to help the institution to cover the major aspects of the various institutional processes and quality initiatives of the institution. Information overlaps and repetitions may be avoided by giving appropriate references to the details/information provided in the earlier sections or questions.

## 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.)

Is to provide quality education to students along with strong moral character and to improve their bests in term of capabilities, competencies for failure building,, and to prepare intellectual and trained person to lead in education, economics and social development of nation.

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 takes feedback at a set span of time from students, faculty and academic experts and conducts the assessments on behalf of student's performance. After pondering feedbacks and assessment reports useful and essential new ideas and suggestion do adopt for curricular development process.

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

The global trends in teacher education reflected in the curriculum through environmental education, compulsory education for everyone and the most important and popular trend "INTERNET" means the powerful use of ICT. The internet is constantly challenging us to rethink learning and education while refining our motion of literacy and learning is a vast arena of education through e learning curriculum and student both became independent to teach any educational knowledge at any time anywhere. Institution has introduced the ICT in education theory and

practice as well. Teaching practice sessions has been enriched with Information Technology experience and exercises for B. Ed. student teacher.

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

The institution insure that the curriculum bears some thrust on national issues leading value education, women education, population explosion, environmental education, Gender equality, compulsory education for all, computer education and I C T in their syllabus.

There is provision to make a project of environment education in B. Ed course with actual data of environmental pollution control board Bareilly

\* For value education there is provision for assembly (prayer, educational and moral thoughts by students and teacher)

\* For ICT The faculty members give the lecture by using ICT, OHP, LCD projector and internet and student are used OHP in simulated teaching and presentation.

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

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

Yes, the institution makes adequate use of ICT for curricular planning since its establishment. H O D makes arrangements and ensures that curricular events must be recorded since its planning stage.

Mainly academic calendar, year planner, time table, committee structure and their functions, important rules, norms, circulars, notices, different groups like tutorials, House, work education & work experience, proceedings, agendas and findings of staff meetings, various clubs and activities, sports and cultural events are to be organized, the rewards & recognitions criteria/schemes/strategies, library & labs material, requirements & their stock check etc. house exams & annual exams, seating plan, staff duties are planned with the help of ICT.

Demonstration lessons by teacher-educators and micro teaching and practice teaching lessons by Pupil teachers are planned and presented with the use of LCD & OHP.

## 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 experience to the students through open practical session, teaching practices etc. To make the teaching effective and reflective, students are given valuable training in the form of micro teaching and demonstration of various teaching skills by the concerned faculty. Community work, Scout & Guide camp Educational trip and co curricular activities are there to provide experiences to the students to make teaching a reflective practice.

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?

Being keen observed to the previous activities institution provides adequate flexibility by modifying the curriculum in respect of current need of varied learning experiences both in the campus and in the field for the betterment of the students. Various activities like farewell party, sports meet, inter-department seminars, quiz contest, debates on social problems and current issues etc are organized for the providing maximum exposure to the students.

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..

If the student makes himself strong health wise, mentally, emotionally and physically their he/she can strive for success in critical phases of life. For developing communication skills of the students there is a provision of weekly assembly in which students gives speeches, daily thought of the day on various current issues and problems. For developing life skills speech on moral values are given by teachers. Students of the college take active participation in different social services like blood donations, polio prevention, aids awareness, road safety etc.

Student-teachers professional skills are developed through the effective implementation of method subjects which include the skills of Black board presentation, preparing teaching learning aids, handling of available ICT equipments and work experience.

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

Interdisciplinary / Multidisciplinary activities like debates presentations, seminars, experiments organized in the institution.

**i. Multi-skill development**

Co-curricular activities are organized in the institution for multi skill development of the student.

**ii. Inclusive education**

Institute provides inclusive education through moral and value education by the help of Assembly and the syllabus of paper I-Teacher in emerging Indian society.

**iii. Practice teaching**

Students go the secondary schools for classrooms teaching practices.

**iv. School experience / internship**

Students make school records, report cards and do block-Teaching for school experience and learn how to take attendance and how to make attendance register.

**v. Work experience /SUPW**

Institute has provision for demonstration classes in the starting to session in every year. In this every student make a type of social domestic utility products and institute organises the workshop for the students organised by Pooja Goel (pidilite) Bareilly.

vi. Any other (specify and give details)

None

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

### 1.3 Feedback on Curriculum

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

Institution does not take feedback regarding curriculum for institution follows NCTE curriculum but still institution encourages feedback and communication from students alumni to uplift the teaching standards for preset curriculum. We conduct community work to make students enthusiastic for social welfare and to them to work in team whether as a captain or team member. We encourage the suggestion of academic peers to make studies more interesting, fruitful and in a very effective and simple manner so that student

can incline towards curriculum without being forced and instill in their mind easily.

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.

We strictly follow the curriculum and syllabus laid by NCTE/University.

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

We strictly follow the curriculum and syllabus laid by NCTE/University.

#### **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).

The curriculum of B. Ed. had been revised by apex body in last five years. New compulsory and optional subjects such as curriculum and school management, human right education, action research, ICT and practical work like ICT enabled projects, projects on dropout students, SSA, mid-day meal preparation and monitoring, recycling of waste papers etc had been introduced in the curriculum. All these revision helps the students and teachers in knowing and managing the challenges of teaching profession and their ground reality.

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 has no role in curriculum revision and update and follows the prescribed curriculum as per norms.



## 1.5 Best Practices in curricular Aspects

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

Meeting with Alumni's developing Guidance and counseling cell, discussion with staff and study of feedback of students for quality sustenance and quality enhancement.

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

The institution implemented the innovation such as psychological lab, Science lab, Education technology lab, Art and Craft resource centre, computer lab etc in the curricular aspect.

## 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 *Curricular aspects* and how have they been acted upon?

The assessment is going to be done first time in the institution

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

The assessment is going to be done first time in the institution

## 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?

All students are allotted in counseling by U.P.B.Ed. common entrance exam conducted by University under the direction of U.P. Govt. according to NCTE norms.

Present session (2013-14) the common entrance is conducted by D.D.G.U. Gorakhpur. The university called the entrance exam form and conducted the common entrance test. A general rank is allotted to every student according to their obtained marks in common entrance exams by the university after declaration of the result of common entrance exam. An online counseling schedule is advertised according to candidate's general rank in various news papers by the university. The candidates select the various name of college and the university is allotted the college to the candidate according to his general rank. The candidate has to report within 10 days or one week in his allotted college. An admission committee checked photo state copies of their original documents. Thus the students are admitted in our college.

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?

No programme is advertised in the news paper for admission because according to Govt. policy only scheduled university by U.P. Govt. is allotted the candidates to various colleges. Our Mahavidyalaya provide a prospectus to candidate at the time of reporting to know about the facilities and activities running in the college.

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

Admission decision is monitored by the admission committee of institution to ensure that determined admission criteria are equally applied to all applicants. Since all admission have been made according to norms and under rules and regulations of MJPR University/SCERT/State Govt. Admission committee thoroughly checked the eligibility criteria with all required certificates and testimonials.

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

The institute provides state and center government merit scholarships to the students of economic diverse, backward and reserve category. The institution give due attention to physically challenged students. We have adequate resources for them. For this a resource room and ramp for wheel chair have been created exclusively for these students. The teaching faculty also give due attention toward these students.

A Guidance and counseling cell has been established in the college to cater the diverse needs of the girl students. The members of the cell regularly communicate with the students to know about their particular problem, ,though our institute only having girl students so there does not raise so many problems of gender diversity.

Our institute works on strategy of equality in respect of Cultural & Religious diversity. We impart cultural values in morning assembly to be given equal importance to all religion. There should not be any discrimination on ground of religion, culture, cast, creed and race.

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.

To assess students capabilities needs and skills before commencement of programme we organize an orientation cum induction programme, where we come to know about the needs of disciple in term of syllabus and specialization subjects, through this programme we find the right way to make them teach.

## 2.2 Catering to Diverse Needs

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

First we organized the pray of God, thought of the day and News daily in the morning. We emphasis at learning by doing in regular classes. We organise seminars, workshops, guest lecturers, co-curricular activities like debate, rangoli, and many activities in art & craft like fabric painting, glass painting etc. We emphasis on teaching skills in micro teaching, simulated teaching and practice teaching. We emphasis towards self-discipline among the students. In this way we provide healthy and active environment for learning.

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

The college provides the following facilities to cater to the diverse learning needs of students-

- (a) The college has well equipped science laboratory to perform the experiments. All the pupil teacher of science subject completes their work.
- (b) The college has well equipped psychology lab to assess the achievement, intelligence, personality creativity, values and adjustment. All the student perform their psychological test in this laboratory.
- (c) The college has well equipped ICT and Art & Craft laboratory. The pupil teachers complete their project work & PPT and various art & craft domestic things for the purpose of self depend.
- (d) The college has well equipped health and physical education resource centre. We organize 'Yoga Camp' for the health development and organize sports events to physical exercise with the help of trainer and teachers.
- (e) The college organizes the guest lecturer by the subject expert of concerned field.
- (f) Appropriate demonstration is given to the student teachers for model lessons in different skills & teaching practices etc.
- (g) Proper orientation about examination and evaluation system.

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 college follows curriculum designed & prescribed by MJPR University, Bareilly, which is well planned to the training and skill development. The curriculum emphasis equally on theory and practical base activities. The university constituted the rule that every student has complete 75% attendance to appear in exam. The five sessional practical files has been completed by the students likewise administration, scoring and interpretation of psychological test, Scouting & Guide and civil defense work, work with community, participation in cultural activities and physical exercises, games and sports to development of personality. The people teachers have to participate the extra curricular activities of the college to develop their personality as a professional teacher. The college starts with Morning Prayer, meditation session daily. The prayer session is planned in a way which justifies the need of all the communities and religions. The morning assembly (prayer) gives a message of friendliness, harmony, peace and respect to all religions. All the pupil teachers of our college observe the values of democracy and they never criticize each other during the teaching learning process.

All the faculty try to satisfy students when they raise question in teaching learning process related to academic or personal adjustable problems. National song and National Anthem is sung in routine practice daily for message of diversity and unity. The total awareness of the teaching and non teaching staff try to create an atmosphere of exchange of ideas in a democratic way.

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

- The university panel approves all the teaching staff for the recruitment by the college according to UGC, NCTE and MJP Rohilkhand University, Bareilly. At present three faculty members are NET qualified and also Ph.D. holders in Education and Hindi. A self appraisal pro forma is also filled by the teacher regarding himself.
- The management and head of the institution regularly interact with the students and faculty to know about the effectiveness of overall teaching learning environment of institute.

All the faculty of college regularly plan and organize the orientation programmes, workshop, panel discussion and guest lecturers by the subject experts on specific themes time to time. All the pupil teachers participate in all the activities of the college. All the faculty members are accountable to their responsibilities to cater the diverse needs of students.

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?

There are two section of 50-50 students in each section in our mahavidyalaya and all the pupil teachers study seven theory paper in curriculum designed by MJP Rohilkhand University, Bareilly according to NCTE & UGC.

- ◆ The pupil teachers are given proper training in term of democratic values, effective techniques in teacher learning process and they are also trained how to identify students in different needs perspective by observing talking, interviewing and discussion. The participation of the pupil teachers in the classroom is emphasized on two way democrat communicate. The faculty members are explained the basis of teaching-learning process. The special focus is given to physically challenge, introvert and socially deprived pupil teachers. The identification of the students in psychological aspects is generally made on the opinion of the teachers interacting more with them. Thus learning motivating aspects problem solving situation, critical thinking opportunity on given to pupil teachers. Organizing various social and cultural programmes.

Celebrating days of national, international and social importance Such as republic day, Independence Day, women's day, Diwali, Holi, Science day etc.

Organizing Extension Lectures

Daily display of thought of eminent thinkers & Educationist on display board.

While organizing any activities/function at college level student teachers are assigned duties/responsibilities to provide them opportunity to organize various activities under the supervision of the concern tutor.

This helps the student teachers to develop knowledge and skills related to diversity, inclusion and effective utilization in their behaviour.

## 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.)

We begin our daily activity with the prayer of God then after we follow with daily news and thought of the day in morning.

Our institute has a rich library with more than 3500 books. It also has various educational journals, magazine, dictionary, encyclopedia, periodicals to encourage the students to become an active learner. They are given assignments for which they have to consult various resources in the library. Topics for seminar and projects are also allotted to the students as prescribed in the syllabus. To make conducive environment of learning we emphasize on the importance of LEARNING BY DOING.

To make them enable to present scenarios and complaint to latest technologies, we usually organize SEMINARS, WORKSHOP, GUEST LECTURER etc,

We use to arrange co-curricular activities i.e. Poster making competition, Essay writing, Rangoli, Art & Craft exhibition and many more activities to make them active, enthusiastic and skillful in each sphere of activities.

We emphasize on teaching skills through we make them expert in information technology field through our expert faculty with the use of ICT Lab, OHP, PPT, LCD PROJECTOR, SLIDE PROJECTOR and Internet.

Institution doesn't only pay attention towards their academic growth but to their intellectual and professional growth.

We organize to many cultural programs like DEBATE, SPEECHES ON CURRENT PROBLEMS, and ANNUAL FUNCTIONS, ID CELE, REPUBLICDAY, TEACHERDAY to groom their personalities and to break their hesitation, so that they are able to express

themselves and well expert into the field of communication (verbal and written).

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

The college emphasis on independent activities to develop the confidence among the pupil teachers. To all around development of pupil teachers some of the activities are given below:

- The college starts with morning prayer session which are managed by pupil teachers in a rotation discussed by them. Some of the activities in the prayer are decided by them likewise pray, today thought, educational thought, morning news and National Anthem in a rotation one-by-one among the group of pupil teacher for the successful organization of morning assembly.
- The pupil teacher celebrates the many cultural programmes likewise Teej celebration, Rakhi celebration, Rangoli competition, Essay, Poster making etc competition.
- All the pupil teachers get real experience of training during their practice teaching in the school and they also get field based experiences.
- The college celebrates the National and Religious festivals likewise Independence Day, Republic Day, Id-UI-Zuha, Deepawali, X-mas Day with independent organization of the pupil teachers to develop the National integration and human values.
- The department organizes the games and sports competition to physical development and the entire pupil teacher participates activities with co-operation.
- All the pupil teachers conduct their experiments to develop the laboratory skill in science lab. The college has well equipped ET lab and pupil teachers complete their computer work and use internet etc.
- No lesson plan is allow for teaching with out TLM and student prepared the lesson plan and TLM.
- Identification of learning group is a routine practice of the college. These groups an based on different skills and ability of the students and generally these skill and abilities are centered to be an effective teaching.

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 various models of teaching and learning are used at institutional level and are implemented. Pupil teachers are oriented on the basis of the principles of models of teaching only. Practice and experiences show that for better learning thinking of the pupil teacher is more important than the style of presentation.

- 1) Discussion Method : The group of pupil teachers discuss on different aspects of class room learning. It includes class room interaction, anticipated behavioral changes, cognitive aspects and effective aspects in the teaching learning process. The pupil teachers prepared discussion based on their own experiences.
- 2) Problem Solving Approach : During the practice teachings get some experiences about class room teaching and managerial aspects of the school. “How to deal with real life situations?” is well explained by the faculty members in a share and care way to the students. So the problem gets its solution in a rational way.
- 3) Seminars : The pupil teachers prepared the power point presentation of their assignments / projects in remain organized by respective subject teacher. They make presentation with help of propend material, OHP, LCD. After the presentation the whole group of pupil teachers raise questions and if required add their own experiences and make the seminar a very good learning experiences. These innovative approaches ensure effective learning.

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

The college does not provide additional training in models of teaching. The curriculum is prescribed by affiliated university and NCTE. The pupil teachers presents Micro teaching, Simulated & Practice teaching plan.

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

Yes, the pupil teachers use Micro teaching techniques for developing teaching skills. The following techniques are used for developing the teaching skills:

- Introduction skill
- Explaining skill
- Black Board skill
- Stimulus Variation skill
- Reinforcement skill

Each pupil teachers has to present ten (10) Micro teaching lesson plans in both method of teaching papers during an academic years or



session. Other two skills (questionnaire and Illustration skills) are taught also and all the pupil teachers use in simulated and practice teaching. In all methods of teaching above seven skills are compulsory for all the pupil teachers. All the faculty members of the college perform a demonstration lesson before the students and the students observe it and make remarks. In discussion session all the students participate for the better understanding. It observed that students after this programme get good confidence for the actual teaching in naturalistic situations.

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

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

Identification of schools for practice teaching: -

First of all school are identified for the practice teaching of the student-teachers. Following criteria are kept in mind while identifying the schools:-

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

All the pupil teacher has to teach 50 lesson in micro-teaching simulated teaching and practice teaching during an academic year. Out of 50 plans 5 plans of micro teaching, 5 plans of simulated teaching method paper and same as other second teaching method paper. 15-15 plans of each method of teaching subjects and each student in a academic year. In micro & simulated teaching. 2 plans are given to present per day by the all pupil teacher. The per group of pupil teachers observe the plan during teaching in the class record and the faculty members supervise their plan during micro, simulated and practice teaching and give suggestions for best result achievement.

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

Block teaching is an important and real experience of our curriculum. Block teaching is carried out in schools situated outside the college campus. All the pupil teachers has to take lesson as per the time table of the respective schools. The minimum number of lesson to be taken (02) two in a day and (12) twelve in a week. In internship pupil teachers work as staff members of the respective school. They get real experience of the work done by the teacher and the principal of school from morning assembly to closing time of the school every working day.

A part from teaching they use to get experience of official administrative work like Attendance Register maintaining, Admission register making, Different certificates for instance Transfer Certificate and Character Certificate etc. Conduction of Morning Assembly and time table making is other important parts which are done by pupil teachers during Block Teaching.

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

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

First of all we request the Principal/management committee of respective schools to grant permission of their schools for practice teaching. After granting permission we discuss in details with Principal and subject teachers about the syllabus. After this all the pupil teachers allow to prepare the lesson plan. Before making lesson plan pupil teachers discuss in details with class teacher and students of the class about topic, then they start prepare the lesson plans according to suggestion of class teacher and students in a democratic way.

At last the faculty members have checked all the plans before the commencement of the teaching.

In this way all the pupil teacher develop plans of practice teaching cooperatively with school staff member/ teacher.

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

We prepare the student teacher for managing the diverse learning needs of students in school by the following:

- During simulated teaching faculty discuss with all the pupil teacher. No plan should be taught without teaching aids.
- Tell your statement in democratic method. Motivate the students to question in regards and about doubts.
- Students are always welcome for any questions or doubts regarding the contents of the subjects.
- The pupil teachers are advised to face different classroom situation in a constructive way.
- The learning outcome is given importance and that should be student central.
- The pupil teacher even motivate the school students for better performance during their hours in the school.
- Training in Micro-teaching skills.
- Training in lesson planning and formulating objectives in behavioral terms.
- Enabling them to apply different methods of teaching.
- Provide training in the use of chalk board, use of teaching aids and modern technologies to make lessons more effective.
- Provide knowledge about Child Psychology and individual differences.

Thus pupil teachers identify diverse needs of the school students and manage them well.

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

The teacher educators motivate the pupil teachers to use to teaching learning materials TLM in their lesson plans for the effective teaching. The pupil teachers prepare the TLM with computer and internet.

The pupil teachers are encouraged to present their power point presentations with LCD/OHP projector in the seminar and classroom. The practice of power point projector is done regularly. These technologies are used in practice of lesson plans.

In B.Ed curriculum students have to study a compulsory paper entitled Information technology and educational technology. Under this, pupil teacher are taught how to make use of the real objects as teaching aids, printed notes for teaching-learning and use of two/three dimensional models.

In this regard the pupil teachers are encouraged for the use of ICT or innovative technologies in the practice teaching.

## 2.4 Teacher Quality

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

Yes, the practice teaching session/plans developed in partnership, co-operatively involving the school staff and mentor teachers.

First of all we request the Principal/management committee of respective schools to grant permission of their schools for practice teaching. After granting permission we discuss in details with Principal and subject teachers about the syllabus. After this all the pupil teachers allow to prepare the lesson plan. Before making lesson plan pupil teachers discuss in details with class teacher and students of the class about topic, then they start prepare the lesson plans according to suggestion of class teacher and students in a democratic way.

At last the faculty members have checked all the plans before the commencement of the teaching.

In this way all the pupil teacher develop plans of practice teaching co-operatively with school staff member/ teacher.

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

The ratio of student teachers to practice teaching school is 33:3.

The decision of allotment of practice teaching schools to the student- teachers and ratio of student teachers to the identified practice teaching school is based upon the following facts.

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

In short the practice teaching schools are identified keeping in view the convenience of students & availability of schools.

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

During practice teaching the pupil teachers are observed by the supervisors (teacher educators) and purred. Various teaching skills like Black Board Presentation, class involvement, right communication, selection of proper content, use of teaching aids etc. are kept in mind during supervision of practice teaching by the teacher educator, mentor teacher and purred. All of them give their written feedback and suggestions at the end of each lesson. Suggestions for the improvement comes up then the teacher educator explains the same and does necessary counseling related to the exact point. Both the strengths and weaknesses are discussed with the students and they are motivated by giving suggestions to improve. Feedback is also revised by pupil teacher to remove their shortcomings.

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

The pupil teachers visit the schools to know about the educational needs, norms and policies of the school. During teaching practice students are directed to teach according to social and mental level of the students of concerned school. They also follow the policy of practicing school regarding the syllabus, time table and methods of teaching.

To get them aware about the latest policies the institute has subscribed the news of Association of Indian Universities, New Delhi, NCTE News and NCERT Journals. Our pupil teaching study these magazine and updated yourself with innovation educational policies and other educational needs.

Thus institute insure that the pupil teachers are updated on the policy directions and educational needs of the school.

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

The institute teachers even refer to the NCTE News, AIU University News and even Educational Journals in the regional language and some important Journal of NCERT News Delhi etc. The learners also refer the prefaces of the text books prescribed by the state for the schools. Teacher educators also refer to the books published by central Board of Secondary Education, U.P. Board of Secondary Education, Allahabad and books published by NCERT.

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

The college management encourage teaching staff to participate in seminars and conferences and also take part research activities leading to Ph.D. degree. Our three faculty members are research scholar at TMU, Moradabad. All the staff member of the college is always encouraged by HOD and the management to conduct and participate in different teacher learning activities to enhance them. All the participants in seminars / conferences / workshops and symposiums gets duty leave and financial help from management to ensure their development.

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

Yes, teachers are rewarded for their good performances and motivate them by giving monetary and non-monetary incentives for the achievements and success of any faculty are appreciated at different functions on the platform of the institute. Feedbacks of the students are taken at the end of the academic year after the declaration of result of final examination. On the behalf of feedback done analysis report is prepared. Any other good work of the staff is always appreciated by the HOD and the management.

The non teaching staff including supporting staff are always rewarded by giving them appreciation letters and also in monetary terms.

## 2.5 Evaluation Process and Reforms

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

There is a suggestion box of the entry gate of Administrative Block. Any stakeholders including the students can put their suggestions / complaints in the box. The box is opened once in a month by a college development committee of HOD, President, two faculty members and two students of the session. The suggestions / complaints are analysis by the committee and if found to be rational, then they are passed on to the management for further action. In spite of this, the feedback of the students is taken at the

end of academic year. Feedback from the alumni has been taken. On the basis of the feedback analysis if there stands a need to employment any suggestion, it is implemented in the next month. The democratic way of communication to the students provides an atmosphere conducive to rotational interactions that provide the understanding of barriers to student learning. The teacher educators of the college and students representatives talk truly about barriers to students learning. All the possible efforts are made by the staff members to remove these barriers. The students are free to discuss any problems faced by them with the staff members. In the staff meeting prominent problems of students are discussed with the higher authority and remedial action are taken accordingly. The teaching learning material, overhead projector, LCD, various teaching aids, internet facilities and other needs of students are fulfilled according to their requirements.

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

The pupil teachers have to submit two assignments in each papers. Three times unit test and pre university exam organized. 1st UT conducts in October, 2<sup>nd</sup> UT conducts in January, 3<sup>rd</sup> UT conducts in March and in last Pre University exam conducted in the month of April. The feedback of every test is given them and suggested to improvement. There are also practice lessons to be taken in different schools by the pupil teachers. These lessons are assessed by the teacher educator, school mentor and the pupils. This feedback is passed on to the pupil teachers by the teacher educator to overcome their weaknesses of teaching. Thus continuous assignment and evaluation of the students is done through three times unit tests and pre university examination.

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

Paper wise class tests are conducted for improving the performance of the students and the assessment report and outcomes are communicated to the students. The unit test are conducted in each compulsory paper and optional paper. The weak students are encouraged and extra care is taken to overcome their deficiencies. The feedback of the internal examinations and pre university exams are analyzed and special emphasis is given to weak students and the instructions for best achievements to good students. Teacher educators are provided

with information about the student's performance in different subjects. Through these information Teacher Educators use to impart remedial instructions separately to each pupil teachers according to their appraisal report.

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

The assessment and evaluation of the class tests are done by the teaching staff. The ICT is not in direct use for the assessment and evaluation of the student. The total performance of pupil teachers in examination and practical work is collected. A spread sheet is prepared with the help of computer. The teacher educator is also provided with printed material and required profile of the students for their academic use. Computers are used for the question paper setting, results recording and analysis. LCD projector, OHP, audio video recorder with T.V. and tape recorder are used for seminar presentation and skill in teaching lesson plans. Tape recorder is used for analyzing and making correction in linguistic skills.

### 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 college makes use of many different teaching methods like discussion, Analytical, Problem solving, Inductive –deductive and project methods according to nature of contents and learning circumstances. The students make use of library, science and educational technology laboratories for learning process. There is a teaching aid workshop for pupil teachers to develop their own teaching models for use in their practice teaching.

In this way the college always try to introduce every possible new innovation in teaching learning and evaluation.

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

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

The innovation in teaching practice has been introduced by ICT. Since Over head projectors and LCD projectors and slides and



computer CD's are used for modern learning process. The college authorities guide, help and encourage the learning staff and the pupil teachers to make use of modern technology for the delivery of instruction, to make e-teaching a motto, the college has acquired facilities like power point projector, LCD, Video camera etc. for preparation of power point presentation.

### **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 *Teaching Learning and Evaluation* and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

### **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?

The institute promotes their teachers by financial support and flexibility in management of time table. It provides special increment for faculty on obtaining Ph.D/NET. Registration fee and conveyance is paid by the management for all attending seminars/workshop etc.

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

The institute has put some thrust for research on the topic of creativity, teacher's effectiveness in educational management, teacher's behaviors, class room presentations, environmental and adolescent education, women literacy etc, more areas of research may be identified in the proceeding academic sessions.

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

Yes, the institute encourages the action research from the session 2011-12, because in compulsory paper IV education technology included action research in V unit. The work is done at the school level during the practice teaching of pupil teachers. The teacher educators select a topic that needs attention and lead to improvements in the class room teaching. A short report on the analysis required to submit to the institute.

The major outcomes of action research are-

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

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

<b>Workshop</b>	-	<b>04</b>
<b>Seminars</b>	-	<b>00</b>

The institute happy to State that the faculty members are active in taking part at the different conferences/seminars workshops.

### 3.2 Research and Publication Output

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

The institute developed the following instructional and other material for enhancing the quality of teaching during the last three years.

- (a) Question banks of every paper.
- (b) OHP transparencies of every compulsory and optional paper.
- (c) Teaching aids.
- (d) Power point presentation (PPT).
- (e) Lesson plans of every paper.
- (f) Syllabus presented by PPT.

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

- (a) CD's and Transparencies are available in the institute for developing instructional materials.
- (b) The institute has Science and Maths lab. Art and Craft room and ICT Laboratory for developing teaching aid and experiments of Science.
- (c) Different methods required as teaching support are prepared in the teaching aid workshop. ICT Laboratory has all the modern gadgets including ICT enabled tools for preparing teaching materials in e-form.

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

Yes, the faculty members of institute deliver lectures by PPT method and OHP- transparencies for the compulsory and optional papers, presently the institute has educational CD's, 10 sets of Transparencies and 100 Transparencies made by student and teachers and aprox 100 lectures of PPT.

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

a. Organised by the institution

- One day workshop on programmed instructional material on 15<sup>th</sup> Feb, 2011.
- One day workshop on teaching learning material on 24<sup>th</sup> Oct, 2013.

b. Attended by the staff

Faculties regularly attend conferences / workshops / seminars related to education.

c. Training provided to the staff

Special programme was organized by the institute for the training of staff. The management organized computer training programmes for the staff as well as for their spouses. All staff is always encouraged to attend such programmes. Financial burden for attending such programmes is bear by the institute.

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

Indian Journal of Research Education, Lucknow. - 01 paper

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

- Dr. Shilpi Sharma and Dr. Sarika Shukla have got Ph.D. Degree awarded by M.J.P. Rohilkhand University, Bareilly.
- Dr. Rekha Singh is awarded Ph.D Degree by Dr. Ram Manohar Lohia Awadh University, Faizabad.
- Mr. Ashok Sharma and Mr. Sudhir Kumar Misra have qualified UGC Net (June 2012).
- Mrs. Shali Saxena, Mrs. Sandhya Varshney & Mr. Sudhir Kumar Misra doing Ph.D. from TMU, Moradabad

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

None.

### 3.3 Consultancy

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

The following consultancy are being provided by the institution-

- ❖ Guidance and counseling.
- ❖ Administration and management.
- ❖ Placement cell.

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

Yes, the staff members of the institute have requisite qualification and experience in the field of education to provide consultancy.

- 1)- Guidance and consultancy- Dr. Rekha Singh
- 2)- Administration and management- Mrs. Shali Saxena
- 3)- Placement Cell- Dr. Shilpi Sharma
- 4)- Innovative Practice- Mr. Sudhir Kumar Misra.

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

Since the consultancy is provided by four faculties to the upcoming near by schools is on honorary basis hence, there is no revenue generated.

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

N.A.

### 3.4 Extension Activities

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 local community is benefited by the institute's contribution for various extension activities like education for all. Adult education programme, awareness about environmental problems and health awareness.

- ❖ Adult literacy mission is carried out in the remote villages in association with the local gram panchayat.
- ❖ Street plays on moral topics are performance by our students. Tree plantation camps are held in and outside the campus.
- ❖ Lectures on hygiene are delivered by pupil teachers to make them safe from communal diseases.

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

The institute is fortunate enough to receive all kinds of help from the community at the time of its need. Some of the above programmes started by the institute with the help from the local community.

- ❖ Community Work
- ❖ Blood Donation Camp.
- ❖ TB Awareness Programme
- ❖ Disha Paramarsh Programme

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

The institute as stated above is very active in organizing many activity in collaboration with different social bodies like NGO's and GO's etc with similar vigour and dynamism. The institute has planned to collaborate and wants to organize blood donation camps in association with the local health departments/centre. Many more community awareness programmes will be carried out in association with many more organization.

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

- ❖ Environment awareness,
- ❖ Plantation
- ❖ Adult education.
- ❖ Blood donation and so many projects has been completed by the institute.

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

The institute develops social and citizenship values and skill among its students through cultural activities, scout and guide camp, organize different seminars and through assigning different duties on functions and seminars etc.

### 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.

- ❖ **Red ribbon club:** The institute organizes AIDS awareness programmes in every session on 1<sup>st</sup> December. The institute has a committee to organize this awareness programme. The institute participated actively in each programmes that organized by the Govt. Students visit Red Ribbon Train to promote the awareness.
- ❖ **Blood donation camp:** Institute organized Blood Donations Camp in every session. The students and faculty members donate the blood.
- ❖ **Environment projects:** Environments project is a compulsory part of B.Ed syllabus. The Institute has proper link in Pollution Control Board Bareilly. Students prepare their projects to collect the data by the help of this Pollution Control Board.

- ❖ **Mahila utpiran cell:** The institute has Mahila Utpidan Cell. The president of this cell Mrs. Mili Ghosh and all female faculty members continuously make efforts for women welfare. The problems of students solved by this cell properly.
- ❖ **Pidilite workshop:** The institute has organized demonstration classes in every session. Students prepared different types of Art & Craft material to encourage cultural art activities. Institute organized five days pidilite workshop by the trainer Mrs. Pooja Goel.
- ❖ **Yoga Camp:** The institute organizes every year a camp of yoga and meditation in the campus by Dr. Khayali Ram in every session.

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

The College is under process to develop its collaboration with international organization.

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

- **Curriculum Development**  
The curriculum development is prepared by the university and NCTE.
- **Teaching**  
Strong linkages with neighborhood schools are made in organizing practice teaching for pupil teachers.
- **Training**  
As above.
- **Practice Teaching**  
As above.
- **Research**  
Nil.
- **Consultancy**  
Consultancy services are provides for innovative practices, guidance and counseling, administration and management.
- **Extension**  
None.
- **Publication**  
The institute publishes magazine in every year.
- **Student Placement**  
The institute has placement cell it helps students in seeking teaching jobs.

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

The following are the neighboring schools with strong linkages which helps the institution in organizing practice teaching for the student teaches:-

- 1)- Makhani Inter College, Mudiya Ahmad Nagar, Bareilly.
- 2)- Springdale College, Bareilly.
- 3)- Gayatri Shakti Peeth inter College, Dohna, Bareilly.

5. The institute has good association with nearby schools of the town and the surrounding areas, for organizing different activities. The block teaching and teaching practice of our teacher educators are conducted in these schools, before the start of school based teaching practice. One day workshop is conducted for the principal and a teacher of the school.

Yes, all our faculties are actively associated with different schools, before the school based practice teaching. The faculty and the teacher educators' interact with the school personnel to chalk out the activities to be carried out during practice teaching. At the time of practice teaching our pupil teachers, our faculty remains present at the respective school to supervise the performance of the pupil teachers. Even the practice teaching is evaluated by the teachers of the respective school and feedback is given on their performance. The feedback helps in improving the teacher students for enhancing the performance.

6. 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.

Interaction with other college, school and university through guest lecture, workshops, practice teaching and Seminars.

The teacher educator in different schools engaged themselves in the following activities:-

- In preparing time table with the assistance of the school staff.
- To assign the subject matter to the pupil teachers the teacher educator takes assistance of the subject teacher of the school.
- Ask school personnel to observe the teaching of the pupil teachers.
- Ask school personnel to provide information about the school functioning and different processes of the school.
- Organize discussion lessons schedule in collaboration with school personnel.



- Prepare daily observation record.
- Assign adjustment periods to the pupil teachers .Check lesson plan note books of the pupil teachers daily.

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

The faculty collaborates with Schools/Colleges in the following ways:

- Teaching practice.
- Placement of the pupil teachers.
- Provide assistance in organizing the various competitions.
- Provide assistance as an evaluator in various competitions.
- By attending different seminars, workshops etc.

### 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 institute encourages the faculty members in research, consultancy and extension practices by providing them duty leave and after making adjustment in time table, the institute always try to improve and is willing to adopt new measures for the enhancement of quality of research, consultancy and extension activities.

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

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

- ◆ Extensive use of ICT and co-operative learning for pursuit of research.
- ◆ Action researches were conducted for improving the quality of education and self-esteem of student teachers.
- ◆ The institution also has the mechanism to initiate self-managed action research projects.
- ◆ Student teachers are provided with free consultancy regarding research activities.
- ◆ The institution is periodically organizing vaccination camp, clean and tidy programme to keep the college campus clean, environmental awareness programme to rural public, tree plantation, AIDS Awareness programme, etc.
- ◆ During Annual Day Function, Women's Day Function, Republic Day, Independence Day, Lohri Festival the college invites village

elders, parents of student teachers, and women to make them participate in the process.

### **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?

The assessment is going to be first time in institute.

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

The assessment is going to be first time in institute.

### **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 and has invested the following amount for developing infrastructure noted against each:-

- 1- Psychology laboratory.
- 2- Science and Maths laboratory.
- 3- ET/ICT lab.
- 4- Library.
- 5- Furniture and Fixture.
- 6- Equipments.
- 7- Sport Equipments.

The institute has developed physical infrastructure as per NCTE norms (as well as the norms laid down by the M.J.P. Rohilkhand University, Bareilly). The NCTE team inspected physical verification of the institute building and campus along with the other infrastructure. The NCTE was fully satisfied with the physical infrastructure.

The following physical facilities are also available on the campus of the institute for conducting B.Ed. courses.

- (a) Library and its infrastructure (Computer, Internet, Printer & Scanner).
- (b) Staffroom, Washroom etc.
- (c) Computer lab with 24 computers.
- (d) Science, Maths Laboratory.
- (e) Art and Craft room/music.
- (f) Canteen facilities.
- (g) Reception, Administration office.
- (h) Separate Rest room/girls common room.
- (i) Sport room.
- (j) Washroom facilities are separately available for men and women in the institute.
- (k) Conference Hall.
- (l) Seminar room/audio room.
- (m) Visitors room.
- (n) Parking space for vehicles

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

- The institute has the potential and a policy of expansion and augmentation of the infrastructure to keep pace with learner friendly and conducive classroom and campus environment. Further there is the provision of funds in the budget to meet the existing needs and for augmentation in library, ICT lab, institute building (for renovation and maintenance) Science lab art and craft work experience lab etc. sports and play ground is properly maintained and additional sport material and other material is made available to the students.
- The institute has made an effort to successfully provide additional infrastructure to add material as needed under the revised norms/aid down by the institute.
- Institute lawn is upgraded and improved by the adding more saplings and plants.
- The institute's teacher educators, HOD and trustee sit together every year for revising assessing and planning the infrastructure requirement. They take into account the emerging and changing needs for procuring new installation instruments and equipments psycho logical test to be made available to the students and other required infrastructure to keep pace with the academic growth.

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

The institute is having following infrastructure facilities for co-curricular activities and extra curricular activities including games and sports.

- 1)- Art and craft resource centre.
- 2)- Play ground.
- 3)- Multipurpose hall.
- 4)- Chess, carom and ludo etc.
- 5)- Volley Ball Court.
- 6)- Kho-Kho Facilities.
- 7)- Space for yoga.
- 8)- Badminton Court.

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

Though Institute doesn't have other courses to share infrastructure, but other institution of parent society can share following infrastructures facilities.

- 1)- Playground.
- 2)- Canteen
- 3)- Multipurpose hall.
- 4)- Outdoor games.
- 5)- Sport Material

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.)

- 1)- The institute has common room and washroom for girls.
- 2)- There is staffroom for the faculty members.
- 3)- Washroom facilities are separately available for men and women in the building of the institute, washroom are properly maintained daily by the house keeping staff of the institute.
- 4)- Rest rooms for women is neat and clean.
- 5)- Canteen facility is also available in the institute. The teacher incharge canteen ensures that the food articles available are fresh and healthy. The canteen incharge also ensured the hygienic environment in the canteen and its surroundings.
- 6)- The institute has maintenance committee which looks after the cleanliness of the institute building and campus

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.

The institute does not have hostel facilities

#### 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.

Budget allocation and utilization in the last three years for the maintenance.

All figures in rupees-

Head	2010-2011		2011-2012		2012-2013	
	Allocation	Utilization	Allocation	Utilization	Allocation	Utilization
Buildings	50000.00	44027.00	10000.00	4624.00	50000.00	49175.00
Laboratories	10000.00	----	-----	-----	20000.00	16611.00
Furniture	15000.00	14249.00	-----	-----	5000.00	1800.00
Equipment	10000.00	-----	10000.00	3540.00	100000.00	92025.00
Computers	10000.00	10650.00	10000.00	10580.00	10000.00	1900.00
Transport	100000.00	114581.00	100000.00	103349.00	200000.00	292737.00

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

Institution regularly plans and ensures that the available infrastructure is optimally utilized. Infrastructure facilities established in the college, library and sports facilities are kept open for the students and faculty during working hours and extended hours whenever required. The physical infrastructure is judiciously and optimally put to use.

This is reviewed by the concerned constituted committees. The institution generates and expands the infrastructure continuously. The advisory committees focus on upkeep and maintenance of the infrastructure. A part of the budget is spent on the upkeep and maintenance of the infrastructure.

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

- a)- Interhouse competitions are conducted regularly for awareness, certain them of these competition are related to environment/social issues.
- b)- The institute organize some multifarious programmes every year where in pupil teachers participate, these programmes include poster making, speeches, decorations, display of the best from waste, plantation and free distribution of trees to the nearby villages of the institute.
- c)- As a part of community work student are encouraged to be social service. They go in a village and carry out many awareness programmes like adult education, mehandi, litration, awareness for cleanliness and how to over come diseases.
- d)- The faculty members organized a workshop on teaching, learning material for pupil teachers (2013-14).
- e)- The institute motivates and encouraged its pupil teachers to-
  - 1)- Environment awareness programme.
  - 2)- Plant Saplings.
  - 3)- Hindi Diwas.
  - 4)- Nationals Festivals.
  - 5)- Ozone awareness programme.
  - 6)- Organize inter and intra institution competitions.

### 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 for material collection and media services.

Details are as follows:-

<b>Designation</b>	<b>Name</b>	<b>Qualification</b>
1. Librarian	Mrs. Ritu Verma	M.Lib
2. Assistant Librarian	-----	
3. Attendant	Pankaj Sharma	Twelfth.

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

The following library resources are available to the staff and students:-

<b>Items</b>	<b>No. of Quantity</b>
<b>No. of text Books</b>	3650
<b>No. of Reference Books</b>	487
<b>Journals (National)</b>	14
<b>Journals (International)</b>	01
<b>Internet Facility</b>	Yes
<b>Newspapers</b>	02(Hindi& English)

Internet access facilities, photostat facilities are also available for teaching staff and pupil teachers. Teaching staff and students make optimum use of internet for their academic purpose.

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

The institute has library advisory committee which meets at least twice in an academic session. The library committee meets to discuss the issues of purchase of books and journals as per requirement and pass the library budget.

To achieve this aim, it performs following functions.

- (a)- Allocation of fund for the growth and development of library.
- (b)- Selecting the titles of different subjects related to B.Ed. syllabus from the lists of publishers and forwarding the list of selected titles to library.
- (c)- Checking the document of library.
- (d)- Annual verification of the stocks of books.
- (e)- Monitoring the functioning of the library.
- (f)- Arranging library period in the B.Ed. timetable.
- (g)- Suggestion to librarian for better utilization of library resources.

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

Yes, the library partially 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.

The institute's library has computer internet and reprographic facilities.

6. Does the institution make use of Inflibnet/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.)

The library services are open on all working days from Monday to Saturday from 9.30 A.M. to 4:00 P.M.

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

Staff and students come to know the new arrivals through the notice board of library and reference sections and announcement by the teachers in classrooms.

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

Yes, the institution's library has the facility of book bank. It provides books to the students for the whole session after depositing a security in the institute. However the economically weaker and physically challenged students are given book bank facility without security.

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

The institute has no visually challenged students throughout the last sessions. And other physically challenged student can get proper assistance in Library.



#### 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.

ICT facilities are available in the institution, the details are given below-

(1)-	Computers	-	25
(2)-	OHP	-	02
(3)-	LCD projector	-	02
(4)-	Television	-	01
(5)-	CD / DVD Player	-	01
(6)-	Tape-Recorder	-	01
(7)-	Camera	-	01
(8)-	CD / DVD	-	20
(9)-	Data Card	-	01
(10)-	Printer	-	02
(11)-	Transparencies	-	100
(12)-	Slide Projector	-	01
(13)-	Speakers	-	02
(14)-	Mike	-	02
(15)-	Books related to ICT	-	10

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

No, there is no provision in the curriculum for the imparting computer skills for all students. Computer is an optional paper in the curricular. However, We give training for computer awareness to all students for without having computer knowledge use of ICT is hardly approachable.

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

The lectures are given through power point presentation and OHP presentation. Teachers prepare study material for their students and the students use OHP in simulated teaching and LCD. Also OHP is used in presentations by students teachers.

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

The institution organizes teaching aid competitions, micro teaching, simulated teaching etc to develop the student's technological skills. The students use overhead projector, slide projector, LCD, prepare transparencies, charts, and models and use other technological aids during their practice teaching in college. In the class and seminars the students also use LCD and OHP.

The major areas and initiatives in which student teachers use/adopt technology in practice teaching are given below-

- ❖ Classroom transaction.
- ❖ Preparation of teaching aid.
- ❖ Blooms taxonomy.

The pupil teachers are motivated, encouraged and trained for making use of the modern technology for practice teaching.

#### 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 facilities established in the department are kept open for the students and faculty members during working hours and also extended hours whenever required the institute ensure that the instructional infrastructure facilities optimally used.

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

The following audio-video facilities and other material related to the programme are available in the institute-

O.H.P.	-	02
Audio Tape	-	02
LCD Projector	-	02
TV	-	01
C.D. ROMs	-	05

Pupil teachers are encouraged to use audio visual material to develop lesson plans teaching aids, instructional strategies etc. Pupil teacher use audio-video materials during practice teaching. They learn and try to adopt the expertise of simulated teaching methods displayed in the PPT and OHP. They also become aware of various types of evaluation process to measure the academic and non academic performance of students during teaching, practice and in preparation of profile reports.

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

The institute has the following laboratories as per NCTE norms-

- ❖ Psychology laboratory
- ❖ Science and math's laboratory
- ❖ Information communication Technology laboratory
- ❖ Art, craft and music resource centre
- ❖ Sport and health room

A teacher in-charge of each laboratory keeps track of facilities, Lab maintenance, upkeep and upgrading the equipments, materials and services available in the laboratory. Teacher in-charge of respective lab ensures the careful and proper use of equipments of the lab. The damaged material is replaced and the areas which need some modifications are located by teacher in-charge and feedback from student teacher is taken and then necessary modifications are done from time to time. Proper funds are allocated and provided by the institution for enhancing the facilities and to ensure the maintenance of the equipments of the lab. The lab in-charge takes care of the requirements of the lab and purchases equipments and other lab material according to the need and after discussing with the director principal. The student teachers are encouraged to optimally use the various material and equipments for learning including practice teaching. They are encouraged to make lesson plans, power point slides, charts, models, transparencies related to their chosen teaching subject. Student teachers are shown model lesson plans. They are provided with reference material, teachers themselves demonstrate the use of equipments and material before the students and the students are motivated to use optimally these learning material.

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

The institute is also having the following facilities-

Multi Purpose Hall	-	01
Art, Craft and Music room	-	01
Indoor sport room	-	01
Transport facility (with own buses)	-	02

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

Yes the seminars hall, ICT lab, Psychology lab and Science lab, are well equipped for the use of latest technology for teaching enriched by LCD Projector, OHP, Internet facilities with Computers.

#### 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?

Faculty seeks to model and reflect on the best practice in the diversity of instruction, including the use of technology. Since our institution has trained and qualified and experienced faculty as they all are very much aware about the latest technology. They use ICT to enhance the instruction level to meet diversity of instructions . Through LCD projector, Power Point Presentations and OHP they use to impart instruction of teaching among their students. Through ICT they make students able to lead with thinking strategies, problem solving and decision making even in very critical situation. To raise their knowledge they use to attend different type of workshops, seminars and lecturers. So that students can be privileged in maximum.

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

The following innovative practices related to the use of ICT which contribute to quality enhancement are given as under-

- ❖ Teaching through power point presentation.
- ❖ Teaching through O.H.P.
- ❖ Making lesson plan through computer.
- ❖ Lesson delivery through computer.
- ❖ Preparation and use of slides.
- ❖ Preparation and use of power point presentation.

- ❖ Collecting information through internet.
  - ❖ Increasing use of LCD for seminars/workshops.
3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?
- ❖ Training to promote e-resource and ICT.
  - ❖ Spacious campus with sufficient facilities.
  - ❖ Counseling and personality development.
  - ❖ Computer lab with internet.
  - ❖ Excellent indoor and outdoor sports facility.

### **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?

The assessment is going to be done first time in institute.

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

The assessment is going to be done first time in institute.

## **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 (students pre-requisite knowledge and skill to advance) to completion?

The students came through competitive exam which is conducted by state university of U.P. as per decided. The B.Ed. department conducts orientation programmes. To ensure the preparedness of programme students receive appropriate academic and professional advice from time to time and after that we conduct Pre University exams and unit test to judge the present position of pupil teachers.

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

The institute offers good academic environment provided by a team of dedicated and qualified teachers and promote the students by talent search programme, co-curricular activities, guest lecture, guidance and counseling sports & community work etc.

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?

However, the drop out after admission is negligible.

This is Girls College, girls drop out rate after admission along with reasons is given below-

<b>Year</b>	<b>Drop out</b>	<b>Reasons</b>
2007-08	-----	
2008-09	01	Personal Problem
2010-11	01	Personal Problem
2011-12	-----	
2012-13	-----	

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

The institute provides additional services to B.Ed. students enabling them to compete for the jobs and guidance for higher education. There is also a placement cell and guidance cell, which helps the students in seeking jobs, many students qualified the TET and CTET exam and some students selected in SBTC and part time teacher in primary and junior high schools.

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

<b>Year</b>	<b>Further Studies</b>	<b>Teaching as carrier</b>
2010-2011	60%	26%
2011-2012	55%	31%
2012-2013	54%	28%

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.

There is no such provision of this type of training.

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

Yes, institute provide placement service such as PRT, PGT and TGT in Government and private sectors.

The college has an placement cell to help the students for getting jobs after completion of their studies. The head of the institution and faculty members keep themselves in touch with different schools of the region to know about the post vacant in those institutes and that is vocally informed to the students. Further the faculty members regularly communicate the information to the students verbally for any job advertised in different news papers such as Employment News in private/semi-govt./govt.

\*Near About 25 students benefited from this service in last two years.

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

The institute has no any problems to regulate the placement cell.

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

The placement cell always remains to touch with practice teaching schools and the students are placed in these schools also if vacancies exist in these schools.

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

The institute has provided financial personnel and ICT facilities like internet Access, computer facilities, printer & scanner etc. to make communication easy.

## 5.2 Student Support

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

The institute prepares an academic calendar for curricular, co-curricular and extra curricular programmes each academic year to achieve the objectives and effective implementation of the curriculum.

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

No, different planning is done for physically challenged students for theory classes; however they are provided adequate assistance during practice teaching.

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

The institute has mentoring arrangement, each faculty has 15 students for mentoring. Every faculty member supervises their mentee whole year and guide for professional development and information about job opportunities.

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

The institute follows tutorial systems and the faculty members identified the personal problems of the teacher students and help them in their academic activities. The various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of students are as follows:-

- Self appraisal by the teachers
- Feed back taken from the students regarding the teaching learning process
- Seminar, workshops and conferences
- Facility of Internet and Library resources
- Extension lectures

Mutual Interaction and discussion by the faculty on the problem faced by them and students during the class room teaching/in or outside of the campus.



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 institute has its own website. The information about institute is posted on website as per NCTE and M.J.P. Rohilkhand University norms and requirement, the information is updated on website from time to time by service provider.

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

Yes, the institute has provision of tutorial classes for academically low achievers.

Students weaknesses are diagnosed through the class tests, Unit Tests Pre University examinations, class seminars, oral testing and through assignments. After diagnosing the weaknesses, appropriate remedial teaching is provided to the low achievers. For remedial teaching following strategies were adopted by the teacher mentor:

- ◆ Providing extra time to such students.
- ◆ Using more sophisticated teaching aids.
- ◆ Encouraging student teachers to visit Library frequently.
- ◆ Assigning them more practical and field work.

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

**ADVANCED LEARNER:**

For advanced learners, the institution has encouraged the students to use internet for the studies of different topics. Advanced learners are also motivated to help the slow learners. Seminars, assignments, delivery of model lessons, brain storming sessions, assigning extra work are provisioned. The knowledge and energy of advanced learners has been utilized by encouraging them to participate in extracurricular and co-curricular activities.

**SLOW LEARNER:**

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

The faculty members keep in mind for both type of pupil teachers as advanced learners and slow learners while deliver the lectures in

classrooms and teacher used different strategies like, use of LCD and OHP and teaching aid.

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

The faculty members always remain available for academic and personal counseling whenever the students need.

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

The institute has grievances redressed cell headed by HOD, two teachers and two pupil teachers as members.

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

The progress of student teaches at different stages of programmes is monitored through presentation, unit test, class test and Pre University exams.

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

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

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

### 5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,
  - (i) List the current office bearers

The institute has an Alumni Association and the list of office bearers is given below-

- Tripti Sharma - President
- Santosh - Vice-President
- Prachi Sharma - Treasurer
- Nalini Sand - Secretary

- (ii) Give the year of the last election.

The election of Alumni Association was held in 10th March 2013

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

The activities since the formation of association as follows:- The alumni association is established during 2010 and a meeting held in which the democratic way of election was adopted to elect the office bearers of the association and last election held on 10th March 2013.

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

SN	Name	Position
1	Ms. Nalini Sand	Lecturer
2	Ms. Neelu Khanduri	Teacher
3	Ms Santosh Dixit	Teacher
4	Ms. Rifa Sayeed	Teacher
5	Ms. Syeeda Zeenat	Lecturer
6	Ms. Reeta Tripathi	Teacher
7	Ms. Richa Anand	Teacher
8	Ms Swati Rastogi	Teacher
9	Ms. Rajni Jagii	Teacher
10	Ms. Tripti Sharma	Teacher

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

Alumni helps the institution in organizing workshops and annual function for development of the Institute. Important suggestions are implemented by the Management of the institute.

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

The institute has a curricular activities committee. Which organize various academic and co-curricular activities.

The sports activities, yoga, personality, development activities, social service activities, community work, music centered activities etc. are few to mention in this regard.

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.

The institute encouraged publishing their work in institute magazine and they are also involved to decorate and arrange the display board of institute according to important days & festival and important events.

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

The institute does not have any student council.

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

The various bodies where students are representative: -

Discipline committee.

Cultural committee

Sports committee

### **1. Discipline committee:**

One teacher in-charge, two teacher members (one male and female teacher educator) and two student members. Keep a watch on the punctuality, Uniformity in the uniform, Discipline during any cultural or Academic programme organized by the college etc.

### **2. Cultural committee:**

One teacher in-charge, two teacher members and three student members. Coordinates in all the cultural functions of the institution like celebration of the important days, National festivals, Annual function etc.

### **3. Sports Committee:**

Physical Instructor of institute, two teacher members and two student organizes the sports Events.

Sports and games, cultural, community work, discipline, library etc all committees do their related work.

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?

The student teachers give feedback of the staff performance in the proforma provided to them and HOD does a critical observation of evaluation of the filled proforma.

## **5.4 Best Practices in Student Support and Progression**

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

The institute conducts best practices in student support and progression. Remedial teaching and guest lectures are organized for student teachers.

### **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?

The assessment is going to be done first time.

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

The assessment is going to be done first time.

## Criterion VI: Governance and Leadership

### 6.1 Institutional Vision and Leadership

1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?
  - (a) The institute's stated purpose, vision, mission and values are to emphasis on all round development of a student personality, The vision is bright future of the young students and the mission is to provide quality education to the student to improve their best teaching for future building and as such the college management is committed to the educational values in particular and human values in general.
  - (b) The vision of the institute to develop individual's who will undertake the search for new knowledge and its application to Indian realities.
    - \* Enriching lives and fulfilling dreams by preparing students to persue and achieve career success.
    - \* Valuing our students, employees and partners by acting with respect, integrity and openness.
  - (c) To shape the bright future of student.
    - \* To educate the down redent sections of the society and women employment.
    - \* To encourage research in education.
    - \* The college addressed for the need of the society for the good teacher all the educational need of the future teachers are addressed by the institution.
    - \* To provide educational facilities without charging donation and heavy fees.

#### Values and objectives:

We aim to realize out mission by:

- Offering a caring, innovative, stress free and harmonious learning environment for pupil teachers and teacher educators.
- Providing curriculum based practical approach, innovative methods, scholarly content and global in scope.
- Developing communication skills to enable the students to express thoughts and feelings fluently with confidence.
- Creating opportunities for learning basic life-skills such as self-dependency, critical thinking, team spirit and decision-making by

organizing various camps, rallies, workshops and seminars at state and national level.

- Preparing pupil teachers for maintaining the rich Indian culture, morals, social and national values.
- Character-building is fully emphasized upon by providing adequate sports infrastructure and large spectrum of extracurricular activities like NSS, blood donation etc.
- To develop a sense of dignity of labor among the pupil teachers, staff and the administrators.
- To prepare competent, committed and creative teachers ready to work in the rural areas.

These are made known to the various stakeholders through website, prospectus and through activities such as cultural, sports, annual functions, academic talks and discussions etc.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes the mission includes the institution goals and objective in terms of the needs of the society. The SMM is committed to provide quality education and achieving excellence in teaching learning and extension activities.

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

The institute has established a number of cells committee/Board for effective and efficient transaction of teaching and hearing process such as –

- ❖ Admission committee
- ❖ Cultural activity committee
- ❖ Sports committee
- ❖ Library advisory board

- ❖ Internal quality assurance cell
- ❖ Alumni association
- ❖ Guidance and counseling cell
- ❖ Placement cell
- ❖ Discipline committee

The management/governing body has always been encouraging and highly committed towards the development and growth of the Institution.

Management always keep in touch with all committee to ensure the proper working of all committees for smooth functioning and to achieve its mission.

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

The management and the head of the institute ensure that responsibilities are defined and communicated to the staff through organizational chart assigning responsibilities to different committee, and through staff meeting to get aware about the working of staff.

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

The head of the institute provides valid information through feedback collected by student teachers, peer feedback and self appraisal, personal contacts and proper information, notification and advertisement to management of the institute to review the activities. And most important tool, interaction to student teachers plays a pivotal role to get updated about smooth working.

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

The management of the institute identifies the barriers by checking the performance of the students. If it is not up to the mark or going down in any arena. The management removes barriers through various committees. They have been constituted for smooth functioning of the institution. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees, head of the institution, the management in the staff, academic meetings and remedial measures are identified by taking into consideration the



suggestions provided by the faculty members. The concerned committees deliberately works for various quality related issues pertaining to teacher education being imparted by the institution.

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

Management encourages and supports to staff for positive involvement and improvement of the effectiveness of the institutional process through

- To make provide them leave to attend important studies program, seminars, workshop to enhance their knowledge to help our pupil teachers.
- To provide them latest technologies to impart their instruction in effective way.

To welcome their suggestion for purchase of new books for library and any other essential study materials.

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

The head of the institution provides proper guidelines to follow N.C.T.E curriculum, and managing all related bodies as per guidelines of University and N.C.T.E both. The institution has all facility as per N.C.T.E norms. The head is also giving proper guidelines to utilize all resources facilities to the concern members. Head of institution plays a bridge between the management, staff & students and ensures their admissible requirement are accepted and implemented. Apart from this the head always motivates all the students and college staff to work hard and keep them updated with the growing world. Along with this Head always call the meetings to ensure the smooth practice teachings, co-curricular activities, to maintain the discipline, to sort out the problems of pupil teachers with his Teaching and Non teaching staff.

## 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.

There are different committees constituted by the institute for management of different activities each committee called two or three meetings in year and take necessary decision the list of different committees given below.

**a) Admission Committee**

Admission are done through an admission committee as per rules and regulations prescribed by the state govt. and the university with in the prescribed period.

**b) Discipline Committee**

Adherence of institute norms to students, to look after the students unrest and to resolve the students problem to maintain peace and order in the institute campus.

**c) Cultural Activities Committee**

To organize cultural activity Debate and Essay competition demonstration classes art and craft workshop, celebration of all occasion like Independence day, Republic day, Gandhi jayanti, Teacher's day, Hindi diwas and such other days and programmes participation of students in co curricular activities organized at inter collegiate/Inter university level.

**d) Examination Committee**

To organize internal examination and internal assessment transparently and very peacefully.

**e) Academic Committee**

preparation of academic calendar, time table, pre practice teaching time table practice teaching time table organizing seminars workshops conferences.

**f) Sports Committee**

The committee decide the schedule of various games and sports in the institute and to prepare the student for various sports meet.

**g) Library Committee**

To make provision for purchase of additional required books and journals as per decisions taken by management and faculty members. Promotion of institute's publication.

**h) Alumni Association**

The alumni association helps in organize workshops for the benefits of student teachers and arrange meeting at least one's in the academic year.

**i) Internal Quality Assurance Cell:-**

The institute has an internal quality assurance cell which activates the system and try to raise the capabilities of the institution. IQAC helps to identify and manage quality improvement of institute's activities, improvement in managing system. IQAC helps in identification and elimination of barriers to teaching learning constant review and analyses of data for development. The main responsibilities of the cell are to develop mechanism for quality enhancement feedback responses from stakeholders in quantitative and qualitative forms. So many other cells are made up given below to ensure the smooth functioning of Institution.

j) **Guidance & Counseling Cell.**

k) **Placement Cell.**

l) **Assembly Committee.**

m) **Mahila Utpidan Cell.**

The meeting of Governing Body/Management of the institution is held at regular intervals for the management of finance and infrastructural and academic growth of the institution. Further the meeting of Academic Advisory board is arranged in the beginning of each academic session and/or as and when necessity arises for the management of academic and institutional growth. Chairman of the Parent society and H.O.D of the institution are authorized and made responsible for the implementation of such decisions approved in such meetings.

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

### **Academic Body**

<b>S. No.</b>	<b>Name</b>
01.	Mrs. Jyoti Jagota Director
02.	Mr. Rajendra Pal H.O.D.
03.	Mr. Sudhir Mishra Lecturer
04.	Mrs. Sarika Shukla Lecturer
05.	Mrs. Shilpi Sharma Lecturer
06.	Mrs. Rekha Singh Lecturer

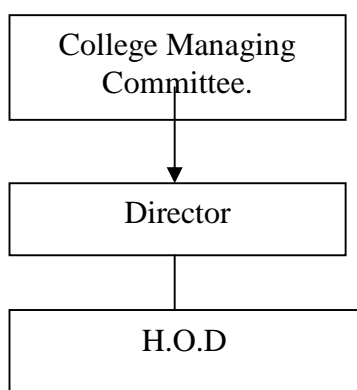
07.	Mrs. Shali Saxena Lecturer
08.	Mrs. Sandhya Varshney Lecturer
09.	Mr. Ashok Kr. Sharma Lecturer
10.	Mrs. Ritu Verma Librarian

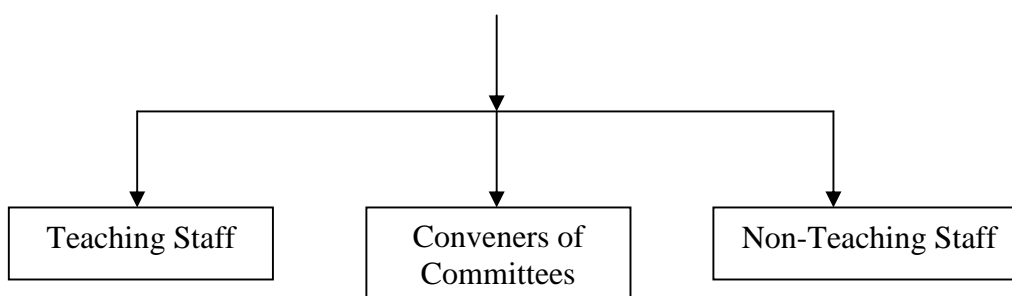
### Administrative Body

S. No.	Name
01.	Shri Tarun Jagota President , College Managing Committee
02.	Ms. Ishwa Noor Secretary, College Managing Committee
03.	Mrs. Jyoti Jagota Director
04.	Mr. Rajendra Pal H.O.D
05.	Mr. Shyam Kr. Awasthi Administrative Officer
06.	Mr. Shikher Agarwal Accountant
07.	Mr. Vishal Gautam Head Clerk

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

#### **Springdale Mahila Mahavidyalaya**





To decentralize the work there are different type of committee work and take necessary actions. All the committees and management help up in decentralizing the powers and responsibilities.

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

Meeting of school personnel with college authorities are held regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from school personnel. School teachers are also consulted while developing the academic plan and their suggestions are considered during decision making. The institute collaborates with other sections/departments and school personnel to improve and plan the quality of practice teaching and providing information on current issues to fulfill the diverse needs of students. All these activities are planned, guided, monitored and reinforced by the mentor teacher and school teachers in collaboration to improve the quality of educational provisions. The student-teachers participate in the camps organized by the institution to strengthen the collaboration of institution with school and community.

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

Yes, the institution uses the various data and information obtained from the feedback in decision making and performance improvement. The following programmes have been started and organized after looking in to consideration, the information through feedback:-

- Teacher Development Programme (TDP).

- Computer Awareness Programme (CAP)
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).

Workshop and guest lecture are organized and a magazine is printed every year with the purpose of promotion sharing of knowledge and innovations of the teacher education.

### 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?

The institute has got well planned MIS system and duly installed computerized mechanism to select collect and integrate data and information on academic and administrative aspects for analysis.

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

The institute has well defined system for allocating resources human and financial for accomplishment and sustaining the changes resulting from the action plans based upon the norms of governing body and upon the scientific management techniques.

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

The human resources are deputed as per the norms of the university/NCTE in the institution. If there is some changes in the action plan of the institution, the human and financial resources are provided as per need felt. Human resources are best used by sharing all the academic and administrative responsibilities among the staff. The human and financial resources planning is planned and optioned based on the existing and proposed intake of

students. This takes care of the faculty and other staff for implementation of the mission and goals.

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

Academic committee along with other committees jointly prepare academic plan keeping in view the whole years extra and co-curricular activities, practice teaching and guest lecture seminars and training programmes, school teachers, faculty members and administration are involved only in concern areas like time table of practice teaching, theory classes, workshops & seminars.

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

The management arrange the meeting for every of the staff member form senior most to junior level. All important decisions take place during this meeting to assure individuals contribution for institutional development.

A part from this through circular register objectives are communicated and deployed at all levels to achieve the goal at individuals employees level to run the smooth functioning of institute.

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

For monitoring and evaluation of vision and mission institute has formed a review and advisory committee to check all parameters. To meet the expectations and implementation of plans, committee conducts evaluation programme twice in a year in which we evaluate the progress and functioning of institution and take needful steps to revise it accordingly.

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

The institute is fully equipped with modern technology like computers, internet facilities, LCD, OHP etc.

## **6.4 Human Resource Management**

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

The faculty development needs and career progression of the staff are identified through peers and students feedback of their teaching.

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

The institute evaluated the faculty and staff on their performance, student's feedback on faculty members and also by observing their sincerity dedication towards work.

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

There are so many welfare measures that are provided by institute depicted as below:

- Annual increment
- To give extra emoluments to research scholar.
- Healthy and supportive environment.
- To give credit and to boost up their moral on different sort of useful ideas.
- To motivate teachers educators to attend seminars, competitions and workshops etc.
- Provided good infrastructure along with all their required needs.

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

The institution conducts workshop and discussions, meetings for skill improvement and computer literacy programme etc.

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. )?

Applications are invited from suitably qualified candidates for the post of lecturer and Head of the department through advertisement



in leading news papers, interview call letters are sent to all eligible candidates after scrutiny of the received applications, phone call also made for confirmation and the institute follows university requirement norms and policy, all requirement has been done by university selection committee and salary as per university norms.

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

To appoint part time/ad hock faculty institute has a criteria to meet out the eligibilities of said post. Basic qualification of adhoc and regular faculty are same as per NCTE/UGC/University norms and in the absence of approved faculty from University they are appointed on Adhoc bases through the proper interview organized by the institution as per the need arises. Part time/Ad hock faculty is different from regular faculty in term of their remuneration and workload of time table.

Ad hock faculty use to give specific lectures in a week. They don't have to present full time in a week.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institute always supports faculty members to grow, professionally, although there is no fixed allocation of budget for this purpose but institute bears a good amount of expenses to staff development. Staff members are actively encouraged for participation in seminars, conferences and workshop, registration and conveyance expenses are bear by the institute, staff members are sanctioned duty leave, well equipped library and internet facilities are provided to help in research work, members of advisory committee actively helps in preparation and publication of research work.

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

The following physical facilities are provided to the faculty by institute management-

- Well maintained staff room.
- Well equipped office with internet facility.
- Well equipped class room.
- Canteen facility.
- All stationary items.
- Fresh filtered drinking water facility.
- Clean and hygienic washrooms separate for male & female.

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

The institute has mechanism for faculty and other stakeholders to seek information. The information is given through notice board, news papers, magazine, notice, institute website, direct interaction and the institute provides complaints boxes to make complaints. Complaint box does open fortnightly to take care of complaints and to search the proper solution to erase them.

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.

There are no written policies in the institute. But while distributing the work, it is kept in consideration that there should not be big differences in workload assigned to faculty members. The institute tries to distribute equal work load on every members of institute including teaching with their interest and capacity.

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

The institute has mechanism to reward and motivate to give best teacher award every year and by giving letter of appreciation/certificate.

## **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, the institute does not get financial support from the Government. The revenue/income is generated through fees.

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

N.A.

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

Yes, the operational budget of the institution is adequate to cover day to day expenses.

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

The budgetary resources to fulfill the missions and after quality programmes are fees from students which is decided by state govt.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, the accounts of the institution are audited regularly by a chartered accountant (CA) appointed by the management of the institute, there are no objections on outcome of last two years.

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

Yes, the institute has computerized its account and has already developed its financial management system.

## **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 institute has transparency in administration. Decentralization of the leadership through committee system, internal and external auditing of academic and administrative activities.

**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?

Assessment is going to be done first time.

1. 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 ?

Assessment is going to be done first time.

## 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.

Yes the institute has established internal quality assurance cell (IQAC) in March 2012. At present, the following are members of IQAC-

1- Dr. Rajendra Pal, HOD	NET	Chairperson
2- Mr. Sudhir Kumar Misra	NET	Memb.Secretary
3- Dr. Shilpi Sharma	Ph.D. Education	Member
4- Dr. Sarika Shukla	Ph.D. Education	Member
5- Dr. Rekha Singh	Ph.D.	Member
6- Mr. Ashok Sharma	NET	Member
7- Ms. Shali Saxena	Research Scholar	Member
8- Ms. Sandhya Varshney	Research Scholar	Member

The following major activities have been under taken by IQAC.

- Development of quality parameters for the various academic and administrative activities of the institute.
- Planning for further use of ICT in B.Ed. course.
- Organization of faculty development programme.
- Developing a mechanism for internal quality checks.
- Organization of inter and intra institutional workshop seminars and guest lectures.
- Also looks in to the infrastructural growth and future requirement of the institution with respect to infrastructure, technology, library and computer facility etc.

Documentation of the various activities of institute, leading quality improvement.

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

The institute has adopted mechanism/process for internal quality check through internal quality assurance cell which conducts Internal academic audit, self evaluation of teachers and teacher's evaluation by students.

Through these mechanism institution evaluate goals and objectives achievement.

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

The feedback mechanisms in vogue to collect data from students, professionals community, alumni and other stakeholders on programme quality are as follows:

- Feedback proforma
- General Assessment Report of Head
- Peer feedback
- Open group discussions of students with faculty.
- Collected data of students performance
- Suggestion and complaint box.
- Alumni and stakeholders suggestions.
- Continual checking of labs (ICT, Science, Art & Craft)

These all the feedback mechanisms play a pivotal role for quality improvement, as feedback by students regarding programme quality is being taken earnestly by the institution to make programme effective and helpful to pupil teachers.

Through peer, alumni feedback and assessment report of Head we enhance our teaching performance and we make more powerful our ICT lab and other labs using the suggestions of teachers we make our library on reach with latest books, generals, periodical in welfare of pupil teachers.

So overall institution pays keen attention towards quality assurance through different possible feedback mechanisms.

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

The president of the institute visits the institute at regular intervals, and with the help of H O D and other administrative staff and committee see the overall administration of the institute. For financial management there is competent staff available on full time basis. Different responsibilities are distributed among the staff according to their interest and ability. The finance of the college are diverted on priority bases to those thrust areas which are directly related to institutional growth such as infrastructure, library, labs, and ICT equipments. The management and principal ensure the quality of financial management process by providing the required funds for the entire department as per the need of the institution. The accounts of the institution are audited by the qualified professional Chartered Accountant.

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

The management of the institute identify the needs of the institute through various feedback from students, teacher educators, non-teaching staff, alumni etc. and through direct observation of HOD and director.

## 7.2 Inclusive Practices

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

The issue of inclusion reflects in the values of the institution as well as in the working of institution. All the students are given equal opportunities and attention to fulfill their needs and institute organizes seminars, workshops and meetings to groom their personalities. This institution encourages, focusing on design and development of pedagogic activities which will promote inclusion in the institution.

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.

Open discussion, general awareness programme debates, guest lectures by experts are organized from time to time to cater the needs of awareness towards inclusion, 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.

- ◆ The institute involved in various kinds of extension and outreach activities such as group discussion, seminars, and meetings, co-curricular activities of its own in order to promote social interaction, active engagement learning and self motivation. Projects are designed and surveys conducted related to the interaction with the community are

provisioned. Role of education in women empowerment, Education and socio-economic status, Education and Income pattern of the society etc.

- Building strong link between the school and community.
- To identify and mobilize community resources for overall improvement of school and vice-versa.
- Joining the community in planning the various school programmes and planning steps for preventing environmental degradation through Village Education Committee.
- To understand each child individually to provide personal attention in the learning process, especially to the children with special needs through case studies.
- To manage and organize other than classroom school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.

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

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

The institute insure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities by field work and the institute is proposing a planning to tie-up with some NGO's working in the field of education.

Student teachers first interact with diverse background children, through discussion they come to know their basic needs. After pondering on their needs special emphasis given to the pupil teachers to help these students for their adjustment with other normal students and society. Apart from this pupil teacher conducts a case study and action research in the schools through which they



becomes aware about the different needs and problems of students with diverse backgrounds and exceptionalities.

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

There is only one physically challenged student in the session 2012-2014 and there is specific provision of toilets and ramp and efforts are being made to provide facilities to the physically challenged and differently able students enrolled in the institution. Provision of lift for physically challenged students is under process in forth coming session. Teachers always get alert to help them out in theory as well as practice teaching session. Full attention provided to physically challenged student according to their needs.

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

The institution has a women cell to deal with the gender sensitive, issues of women. But till now there is no issue related to this and there is no issues of men because it is only Women College.

### **7.3 Stakeholder Relationships**

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

The institute ensures to access the information on organizational performance, academic and administrative information to the stakeholders through news papers, notice board and other media.

At a regular span of time there conducts the meetings between stakeholders , HOD and other committee to ensure different assigned task of all committees.

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?

If a programme is successful, feedback and suggestions are collected from student teachers, teacher educators and by the meetings of Alumni to make that programme better in future, if a programme is not successful as expected, weak points are identified and efforts are made to remove them in future programmes. The help of student's representatives are also taken to know about the causes of student's dissatisfaction of various processes of the institution. This information is shared with the stakeholders to bring the qualitative improvements in the institution. The self evaluation is also done in the staff meeting after every programme of the institution and the necessary actions are taken for further improvements in the future.

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 institution has certain performas to collect data from students about the administration, teaching and their on campus experiences. The institution undertakes regular assessment of the ICT' tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Data collected from Alumni and other stakeholders and suggestions of the Alumni and stakeholders and student teachers on the quality of the programme are taken in to consideration and best efforts are put in to respond positively for quality improvement.

### **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?

Assessment is going to be done first time.

### **3. Mapping of Academic Activities of the Institution**

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.

### **Guidelines on how to fill the grid**

- (1) The grid on page 105 provides an example of how to map out various academic and co-curricular activities of the B. Ed. programme. The grid at page 84 may be modified for various programmes according to the duration of the teacher education programme and its activities.
- (2) For example, the B.Ed. session should consist of at least 33 working weeks of 6 days each and each working day should be of six hours of instructional activities. The session-end examinations should commence during the 33<sup>rd</sup> week while the admissions should as far as possible be completed during the first week. The intervening 31 weeks should be devoted to instructional activities and planned self-study. This 33-week session does not include breaks such as autumn/Pooja/winter/Christmas etc.
- (3) If the admissions are spread over the first two weeks, then cells 1 and 2 against “Admissions” should be shaded with a pencil (use a HB pencil, as far as possible).
- (4) If the orientation programme is spread over 3 days in the third week, then the first half of the third cell against ‘orientation’ should be shaded.
- (5) If the practice teaching starts during the 21<sup>st</sup> week and continues till the 25<sup>th</sup> week, then cells 21-25 against “practice teaching” should be shaded.

In case, the practice teaching is truncated and conducted in two phases and Phase I is spread over weeks 11 to 15 and students go to practice teaching schools two days a week, then cells 11-15 against practice teaching should be shaded proportionately as shown below:

	Weeks	11	12	13	14
15					

- (6) It is important that mapping of activities, academic as well as co-curricular, in the grid provides an accurate picture of which activities were organised during the preceding session and when they were organised. It is not necessary that various activities listed in column 1 be organised in the same sequence. An institution may organise the set of activities in a manner that reflects its educational vision faithfully.
- (7) In case, column # 1 in the grid is inadequate for listing of activities, you may use an additional sheet of paper and extend the grid.

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40												
<b>Admission and Orientation</b>																																																				
<b>Theory</b>																																																				
<b>Tutorials/ Seminars</b>																																																				
<b>Sessional Work - Tests &amp; Assignments</b>																																																				
<b>Practical Work</b>																																																				

Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																																									
Practice Teaching/ Internship																																									
Co-curricular Activities																																									
Working with community/ project work																																									
End-Term Examination																																									

**Note:** A week is of six working days and a day is of six clock hours  
 The table should cover the entire academic session and may be extended as per the requirement.

