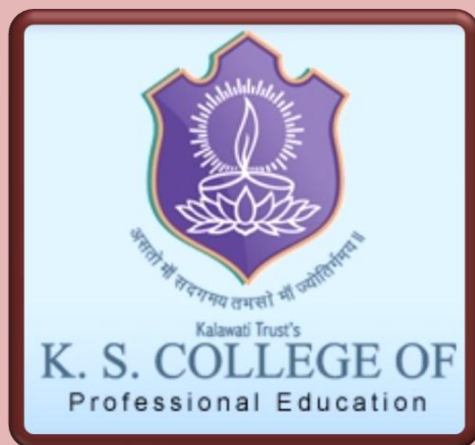


SELF STUDY REPORT-2017

(S.S.R)

**K.S COLLEGE OF PROFESSIONAL EDUCATION-
DANAPUR, BIHAR-801113**



TRACK ID-BHCOTE

SUBMITTED TO



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box. No. 1075, Nagarbhavi, Bengaluru -560 072, India



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A. Profile of the Institution

1. Name and address of the institution: K.S COLLEGE OF PROFESSIONAL EDUCATION, plot.no-821,830,831, neora, danapur, patna-801113
2. Website URL: www.kalawatitrust.org
3. For communication: plotno-821,830,831, neora, danapur, patna-801113. M- 9304293216. Email- admin@kalawatitrust.org

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Usha Rani Jaiswal	0612-22559933 7463880993	-----	president@kalawatitrust.org
Vice-Principal Rita Kumari	7463880991	-----	admin@kalawatitrust.org
Self - appraisal Co-ordinator Rajesh Singh	7463880994	-----	singh.rajesh9899@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Usha Rani Jaiswal	-----	7463880992
Vice-Principal Rita Kumari	-----	9304843425
Self - appraisal Co-ordinator Rajesh Singh	-----	7209174766

4. Location of the Institution:

Urban ☐ Semi-urban ☐ Rural ☒ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

6. Is it a recognized minority institution? Yes ☐ No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
04	2011

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

MAGADH UNIVERSIRY, BODHGAYA

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

Month & Year

2f

MM	YYYY

Month & Year

12B

MM	YYYY

10. Type of Institution

a. By funding

i. Government

☐

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:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary / Sr. secondary			Certificate		
				Diploma		
		B.Ed	UG/PG	Degree	2 year	Hindi/English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed	121115 14.06.2012 31928 23.05.2015	2016- 2017	100
Post Graduate				
Other (specify)				

(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	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes,

a) How many programmes?

1

b) Fee charged per programme

95000

3. Are there programmes with semester system

NO

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

Yes	√	No	
-----	---	----	--

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

2

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

D.Ed.

--

B.Ed.

15/3

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes		No	√
-----	--	----	---

Number	
--------	--

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	
-----	---	----	--

Number	4
--------	---

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

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

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

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

180 days

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

Yes	√	No	
-----	---	----	--

Number	1
--------	---

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

Yes	√	No	
-----	---	----	--

Number	1
--------	---

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

Yes	<table border="1"><tr><td>√</td></tr></table>	√	No	<table border="1"><tr><td></td></tr></table>	
√					

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

Yes	<table border="1"><tr><td>√</td></tr></table>	√	No	<table border="1"><tr><td></td></tr></table>	
√					

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution

☒

b) Common entrance test conducted by the

University/Government

☒

c) Through an interview

☐

d) Entrance test and interview

☐

e) Merit at the qualifying examination

☐

f) Any other (specify and indicate)

☐

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

60:40

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

a) Date of start of the academic year

1.07.2015

b) Date of last admission

30.06.2015

c) Date of closing of the academic year

30.06.2016

d) Total teaching days

280

e) Total working days

280

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	43	57	100	25	25	50	18	32	50
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

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

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

6496

b) Unit cost including salary component

30811

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	73	50	71	50
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 ☐

8. Does the institution develop its academic calendar?

Yes ☐ No ☒

Kalawati Trust's
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9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	54	19	27
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

45	
----	--

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

16	
----	--

11. Practice Teaching at School

a) Number of schools identified for practice teaching

10	
----	--

b) Total number of practice teaching days

140	
-----	--

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

54	
----	--

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

No. of Lessons In simulation

No. 54

No. of Lessons Pre-practice teaching

No. 16

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

Yes

☒

No

☐

14. Does the institution provide for continuous evaluation?

Yes

☒

No

☐

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

Programmes	Internal	External
B.Ed.	46.6	55.4
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

1	
---	--

b) Number of assignments for each paper

2	
---	--

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

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

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

Yes	√	No	
-----	---	----	--

Number	2
--------	---

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

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

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

USHA RANI JAISWAL	1	6.25	%
-------------------	---	------	---

2. Does the Institution have ongoing research projects?

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

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.

NIL

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

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

Yes ☒ No ☐

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

a. Ph.D. ☐

b. M.Phil. ☐

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

Yes ☐ No ☒

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

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

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

Yes ☐ No ☒

Number

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

	Faculty	Students
National seminars	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International seminars	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Any other academic forum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>

Digitalized (Computer aided instructional materials) ☒

Question bank ☒

Any other (specify and indicate) ☐

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

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time ☒ Part-time ☐ Additional charge ☐

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

Yes ☐ No ☒

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

Yes ☒ No ☐

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

16. Does the institution provide consultancy services?

Yes ☐ No ☒

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

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

Local level	
State level	√
National level	
International level	

Criterion IV: Infrastructure and Learning Resources

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

4059

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

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

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

40

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

600000

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

100000

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

95000

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

1500000

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

Yes

☒

No

☐

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
7	2	6	1
3	3	3	3

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
2	3	1	2

11. a. Number of regular and permanent teachers
wise)

Open

Reserved (Gender-

Lecturers

Readers

Professors

M	F	M	F
3	2	3	
M	F	M	F
--	-	--	--
M	F	M	F

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

	Open		Reserved	
	M	F	M	F
Lecturers	8	7	1	0
	M	F	M	F
Readers				
	M	F	M	F
Professors				

c. Number of teachers from

Same state

14

Other states

2

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:13
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

Permanent

Open Reserved

M	F	M	F
M	F	M	F
3	3	3	3

Temporary

M	F	M	F

b. Technical Assistants

Permanent

M	F	M	F

Temporary

14. Ratio of Teaching - non-teaching staff

3:4

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

73

16. Is there an advisory committee for the library?

Yes ☒ No ☐

17. Working hours of the Library

On working days

8 hr

On holidays

6 hr

During examinations

12 hr

18. Does the library have an Open access facility

Yes ☒ No ☐

19. Total collection of the following in the library

a. Books

7000

- Textbooks

3700

- Reference books

3300

b. Magazines

200

e. Journals subscribed

20

- Indian journals

17

- Foreign journals

03

f. Peer reviewed journals

70

g. Back volumes of journals

50

h. E-information resources

70

- Online journals/ e-journals

45

- CDs/ DVDs

5TB

- Databases

2

- Video Cassettes

2

- Audio Cassettes

20. Mention the

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

154.54

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

24. Furnish information on the following

Average number of books issued/returned per day

40/38

Maximum number of days books are permitted to be retained

by students

30

by faculty

12

Maximum number of books permitted for issue

For students

7

for faculty

2

Average number of users who visited/consulted per month

2000

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

6 x1

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

01%

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					2400	300000
Other books	100	20000	200	47000	1300	150000
Journals/ Periodicals					250	23000
Any others specify and indicate	60	7350	87	11000	500	40311
(Additional rows/columns may be inserted as per requirement)						

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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.	06	04	06
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	√	No	
-----	---	----	--

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

10

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage									
Number of first classes									
Number of distinctions									
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)

NET
SLET/SET
Any other (specify and indicate)

I	II	III

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

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate(State Government post-matric Scholarship	05	05	Applied

(Additional rows may be inserted as per requirement)

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	
-----	---	----	--

Non-teaching staff

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

23

Women

--

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

Sports fields	Yes	√	No	
Indoor sports facilities	Yes	√	No	
Gymnasium	Yes	√	No	

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		03	√		03
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"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2014

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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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	20	17	20
Employment (Total)			
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

Yes

☒

No

☐

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

1	2	3
17	22	16

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

Yes

No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

☒
☒
☒
☐
☐
☐

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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

☒

No

☐

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

Governing Body/management	8
Staff council	13
IQAC/or any other similar body/committee	6
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	10

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

Loan facility

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

Medical assistance

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

Insurance

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

Other (specify and indicate)

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

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

Year 1	Year2	Year3
5	3	8

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

03

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

National

1

1

2

International

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

--	--	--

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

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

--	--	--

- e. Research development programmes attended by the faculty

--	--	--

- f. Invited/endowment lectures at the institution

--	--	--

Any other area (specify the programme and indicate)

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K. S. COLLEGE OF
Professional Education

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

a. Self-appraisal

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

b. Student assessment of faculty performance

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

c. Expert assessment of faculty performance

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

d. Combination of one or more of the above

Yes	√	No	
-----	---	----	--

e. Any other (specify and indicate)

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

7. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

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

06

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

Grant-in-aid

--

Fees

9500000

Donation

--

Self-funded course

2619750

Any other (specify and indicate)

--

9. Expenditure statement (for last two years)

Year 1 Year2

Total sanctioned Budget	4500000	11619750
% spent on the salary of faculty	31	31
% spent on the salary of non-teaching employees	14	14
% spent on books and journals	1	1
% spent on developmental activities (expansion of building)	38	38
% spent on telephone, electricity and water	1.5	1.5
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	6	6

% spent on maintenance of equipment, teaching aids, contingency etc.	5	5
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2	2
% spent on travel	1.5	1.5
Any other (specify and indicate)		
Total expenditure incurred	3200000	9200000

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

Surplus in Rs.	Deficit in Rs.
6,00000	
13,00,000	
24,00,000	

11. Is there an internal financial audit mechanism?

Yes

☒

No

☐

12. Is there an external financial audit mechanism?

Yes

☒

No

☐

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

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counselling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluation/	Yes	✓	No	
Assessment	Yes	✓	No	
Any other (specify and indicate)	Yes		No	

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

a) for teachers

☒

b) for students

☒

c) for non - teaching staff

☒

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

Yes

☒

No

☐

Criterion VII: Innovative Practices

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

Yes

☐

No

☐

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

Yes

☒

No

☐

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

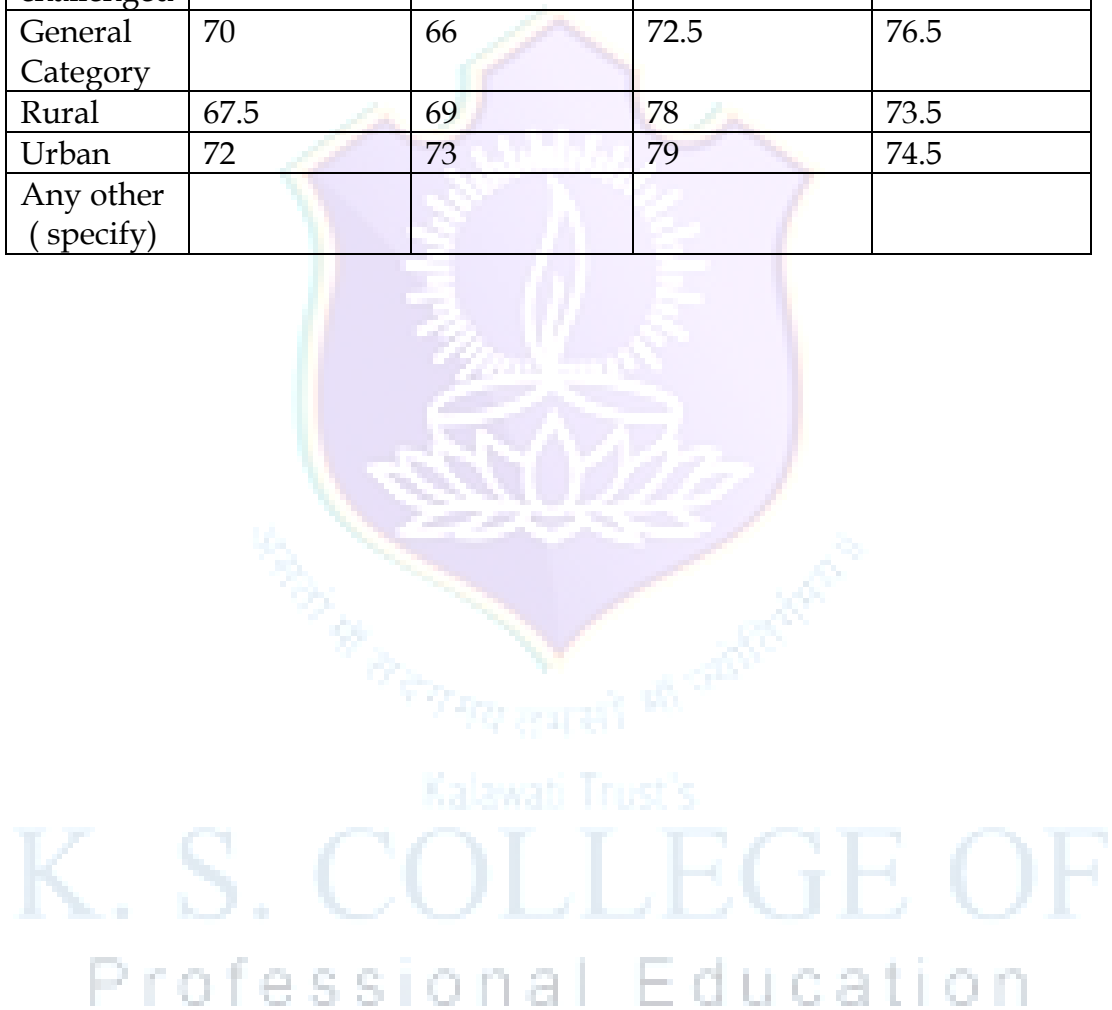
	Category	Men	%	Women	%
a	SC	10	5	10	5
b	ST	6	3	4	4
c	OBC	60	30	74	37
d	Physically challenged	4	2	2	1
e	General Category	12	6	14	7
f	Rural	78	39	94	47
g	Urban	18	8	12	6
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	6.25	3	25
b	ST	0	0	0	0
c	OBC	6	37.5	3	25
d	Women	2	12.5	3	25
e	Physically challenged	0	0	0	0
f	General Category	7	43.75	3	25
g	Any other (specify)	0	0	0	0

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	60	62	65	67.5
ST	65	61	67	63
OBC	70	57	71	60
Physically challenged	60	62.5	68	64
General Category	70	66	72.5	76.5
Rural	67.5	69	78	73.5
Urban	72	73	79	74.5
Any other (specify)				



PART - II : EVALUATIVE REPORT



EXECUTIVE SUMMARY

K.S COLLEGE OF PROFESSIONAL EDUCATION, Patna is one of the leading educational institutions in the field of Teacher Education throughout the Bihar state. Having entrenched its foundation with the esteemed ideas of Nitish & Kalawati Singh successfully towards realizing its much-cherished goal of imparting career centric as well as value-based education ever since its establishment in 2011.

The college caters to the academic & co-academic requirements of students. The college is unwaveringly devoted to its aim of empowering youth by evolving their personality holistically so that they acquire competence to compete with their counterparts elsewhere under the sun. During its short journey of Seven years, the college introduced a number of theory/practical centric activities.

However, in the wake of changing global scenario, the college shifted its focus towards introduction of vocational programs such as Art& Craft, add-on-Courses in Computer Fundamentals & Internet Applications the College also plans to seek approval for additional units of professional/vocational courses so as to meet the demands of changing educational scenario. The college would continue to hold remedial and brilliant classes so as to maintain it's gigantic score card. It would ensure availability of smart classrooms to take its scorecard to new heights.

To carry out its academic curricular, co-curricular & extra-curricular pursuits, the college possesses well-equipped & well-maintained infrastructure. Spread over an area of 0.86 acre. The college campus is modern and well equipped for comfort, convenience and academic pursuits. This campus offers a number of special opportunities for students. Apart from the lecture rooms, it has fully furnished ICT, Psychology Lab, Art& Craft Workshop, Teaching Aid Workshop, Science Resources Center, and Music Room etc.

The college is equipped with learning facilitators & gadgets ranging from Overhead Projectors, Xerox Machine, TV, Audio Players, Multimedia Projectors and Multimedia CD ROMs. In order to meet the demands of Computer & IT for the pupil teacher.

Organizing guest lectures, conducting in-house workshops, arranging educational tours, using ICT, supports chalk and talk teaching method. For the purpose of effective teaching-learning process, modern methods of teaching like students' participation in the learning process, quiz competition, Charts, Tables, Models, etc. are used.

Teaching and learning is not confined to the traditional lecture method only. The teachers always encourage and motivate the students to participate in co-curricular, extra-curricular and extension-activities that give them a direct exposure to day-to-day life experiences.

Students are evaluated throughout the year with the help of home assignments, tutorials and unit test. Some of the students are involved in project work, which helps to improve the perception of the students in the related subject.

We have qualified staff in all faculties. The teachers are always motivated to upgrade their qualifications and are promoted to go for research work for the degree of Master of Philosophy or the Doctor of Philosophy. Teacher's performance is evaluated initially with the help of self-appraisal form and performance report.

Our evaluation is also very transparent. In case a student is not satisfied with the marks given to him/her then answer book is checked once again and convincing reasons are given for justifying the marks allotted with the help of verification and revaluation of internal as well as external assessment.



CRITERION I: CURRICULAR ASPECTS



Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

Purpose

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

Vision

To stretch the radiance of knowledge in society by providing excellence teacher education.

Mission

To produce the dedicated service minded teachers in order to mold the children as responsible & enlightened citizens through innovative plans and designs of curriculum with a passion of excellence.

Long-term goals

To establish a Centre of Excellence in Education

Short-term goals

- ◆ To achieve 100 % results in all subjects in the University examinations

- ◆ To encourage the students' to actively participate in Co-curricular and extracurricular activities
- ◆ To encourage the faculty members to publish in National and International journals and to author books
- ◆ To motivate the students to take part in Minor Research Projects
- ◆ To encourage the use of state of the art technology in education

Objectives:

- ◆ To modernize education without losing qualities of present or future.
- ◆ Providing an educational environment for excellence offering wide range of experimentation.
- ◆ To inculcate leadership qualities amongst the teacher trainees with good academic and professional growth.
- ◆ To develop social responsibility among the Teacher Trainees.
- ◆ To improve skills of Teaching through innovative practice.
- ◆ Development of skillful communications.
- ◆ To develop reasoning and encourage creativity and research among the teacher trainees.
- ◆ To motivate and stimulate the teacher trainees for their active participation in the teacher learning process.
- ◆ Help them to avail Job opportunities and facilities of self employment for young generation.
- ◆ To develop creative thinking and innovative participation.
- ◆ Acquire academic and professional competencies.

1.1.2. Specify the various steps in the curricular development processes.

(Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

As the Institution is not having the autonomous status, the Institution is mandated with to follow the curriculum prescribed by the **MAGADH UNIVERSITY, BODHGAYA**. There is no liberty to frame the curriculum for the existing programs. However the periodical feedbacks are obtained from the different levels

including alumina, faculty and senior academicians. It is analyzed, reviewed and forwarded to the concerned. Apart from that the actions are taken to bridge the gap.

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

Education, these days, has become the focus of attention of all. There is a dire need of an Educational system that could train the citizens for Human rights & duties, Peace and Democracy and prepare them for Global world as well. With the Globalization & Education for all we must promote the principle of 'One World' and nurture an understanding of the inexorable, albeit turbulent progress of civilization towards global integration and world unity. On the whole, the system of education is now moving from classroom to more personalized education served by "Knowledge Network" of physical, electronic and human resources. The curriculum of the Teacher Training includes the different, Universally accepted Educational philosophies, Current issues like Population Education, Technology invasion, Globalization, Various Models of Teaching & Learning, Inclusion of new Innovations and strategies in the real Class room teaching like Micro-Teaching, Simulation Teaching , Projective & non-projective techniques etc. All this reflects & confirms that the training college curriculum is fully invested with the new global trends and emerging demands.

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

Curriculum is designed by the **MAGADH UNIVERSIRY, BODHGAYA** which focuses on Environmental Education, Value Education and Information and communication Technology through the following subjects.

- ◆ Education in the emerging Indian society
- ◆ Environmental Education
- ◆ Guidance and Counseling
- ◆ Value education
- ◆ Physical Education

The Management focuses on social service activities like anti-plastic campaigns, plantation of saplings, anti-tobacco campaigns. Aids awareness programs, Blood donation camp etc. in-turn interacts with society at large by the Academic

community. Information and Communication Technology (ICT) is pivotal part of the competitive scenario, the institution provides modern teaching methods like LCD Projector, Computers with 24 hours Internet facility.

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

Yes, the college uses the ICT in the planning of curriculum. CDs are prepared by the faculty members and the students and are being used it as teaching aids in the class room. Power point presentations are made use of in classroom teaching. Students are encouraged to conduct the classes by using power point presentation during teaching practice in schools.

1.2 Academic Flexibility

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

Academic year starts with an orientation programme focusing on motivation, counseling and special addressing by the Academicians. Based on the academic calendar teaching skills are taught through simulation and micro teaching Student teachers are guided by the eminent personality on micro and macro teaching before commencement of practice sessions. As teaching practice is the primary component of Teacher education Student teachers are practiced in the deputed schools as teachers and impart school lessons and other co-curricular activities. The performance is monitored by the school as well as Institution faculty with a proper mechanism to mold as a quality teacher.

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

The Institution is providing varied learning experiences to the student teachers both on and off the campus. Varied learning experiences are met through group discussions in current issues and curriculum requirements, seminars on selected topics, Assignments, Quiz, debates on different issues. Industrial tour, societal

servicing, participating Workshops and Symposium in other institutions are the field experiences provided to student teachers during the academic period of study. Celebrations of selected national & international days, religious functions are carried out as a part of varied learning experience.

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

- ◇ Communication skills: By conducting Spoken English classes & language lab classes
- ◇ CT skills: By giving intensive training in computer with a proper syllabus in MS Word, MS Office, MS PowerPoint etc.
- ◇ Life skills: are developed by conducting health education programs, value education programs, and environmental education programs. Stress coping management positive thinking time management, emotional intelligence, etc.
- ◇ Community orientation and social responsibility are developed by sanitation programs, health and aids awareness, and health & hygiene awareness programs.

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

(i) Interdisciplinary/Multidisciplinary

(ii) Multi-skill development

(iii) Inclusive education

(iv) Practice teaching

(v) School experience/internship

(vi) Work experience/SUPW

(vii) Any other (Specify and give details)

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

Inclusion of the above is managed as under:

i. Interdisciplinary /Multidisciplinary

- ◇ Students can choose two different elective subjects, major and language
- ◇ Apart from this, students have an option to choose subjects like Environmental Education and Computers in Education
- ◇ All the general papers (Core Papers) and Elective papers make our curriculum interdisciplinary / Multidisciplinary

ii. Multi-skill development

Besides training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:

- ◇ Communication skills
- ◇ ICT skills
- ◇ Leadership Skills
- ◇ Skill of Keen Observation
- ◇ Sensing the problem

iii. Inclusive Education

The college admits differently abled and visually challenged students to B.Ed., programme. They are provided with alternative arrangements such as computer, speakers, head phones, tape recorders and DVD. Audio visual aids are used so effectively that even slow learner can learn to proper speed.

iv. Practice teaching

- ◇ Students are sent for teaching practice for a period of 40 days to various approved schools in and around Patna under efficient guide teachers.
- ◇ Practice teaching comprises observation and teaching. The students have to undergo simulation and pre-practice sessions in the college.
- ◇ During their teaching practice, the teacher educators visit the schools where the students undergo teaching practice and provide guidance given to the students. At the end of the teaching practice, feedback from the teaching practice schools' Head Masters and Guide Teachers are collected.

v. School experience / internship

The trainees are familiarized day to day activities of the school during the teaching practice. The tasks are :

- a. Conducting morning assembly
- b. Conducting classes
- c. Conducting tests
- d. Organizing science exhibitions
- e. Organizing cultural programs
- f. Organizing games and sports activities
- g. Conducting competitions like quiz, debate, essay writing, etc..
- h. Carrying out case studies

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

vi. Work experience /SUPW

Programs are conducted for designing and developing equipment suitable for local conditions and using local raw materials rather than buying expensive and sophisticated equipment. Some sort of simple work is being allotted to each student and students are encouraged to develop psychomotor skill.

vii. Any other (specify and give details)

The students are encouraged to make use of internet facilities provided at the college. All our students are motivated to create their e-mail: address. Progress and circulars are sent through emails. Faculty members have prepared CDs for their class room teaching. Providing question papers, conducting of extra coaching classes, quiz programs and providing hints for competitive examinations help the students for getting a job. Cultural programs are conducted periodically.

1.3 Feedback on Curriculum

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

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

- 1. Feedback on curriculum by the student-teacher.**
- 2. Feedback on curriculum by the Alumni.**
- 3. Feedback on curriculum by Teaching Staff.**
- 4. Feedback on curriculum by the Peer and Stakeholders.**

The College is looking at the University results as an important and direct feedback for effecting necessary modifications in the running of the institution and the planning for the future.

All the heads of the institution meet term- wise once in the beginning and one at the end of the term where the Principal presents an annual report of their respective course. Matters related to admission, discipline and academic results are discussed. Strategies are planned and implemented in the forthcoming term or year.

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

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

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

The feedback so collected is deeply analyzed by the Principal with the faculty members. The worth full suggestions are discussed with the subject faculty members then submitted to the University in the meeting of Board of Studies.

1.4 Curriculum Update

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

There is no course of B.Ed., which have undergone a major curriculum revision during the last five years, except that University has divided the syllabus semester wise.

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

There is no major changes in curriculum is made by the University.

1.5 Best Practices in curricular Aspects

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

Orientation program is in practice.

- ◆ The students are given regular home assignments which are corrected by the concerned teachers and necessary suggestions are given to the students.
- ◆ In addition to the term tests at the end of every term, the teachers frequently take class tests in their class itself.

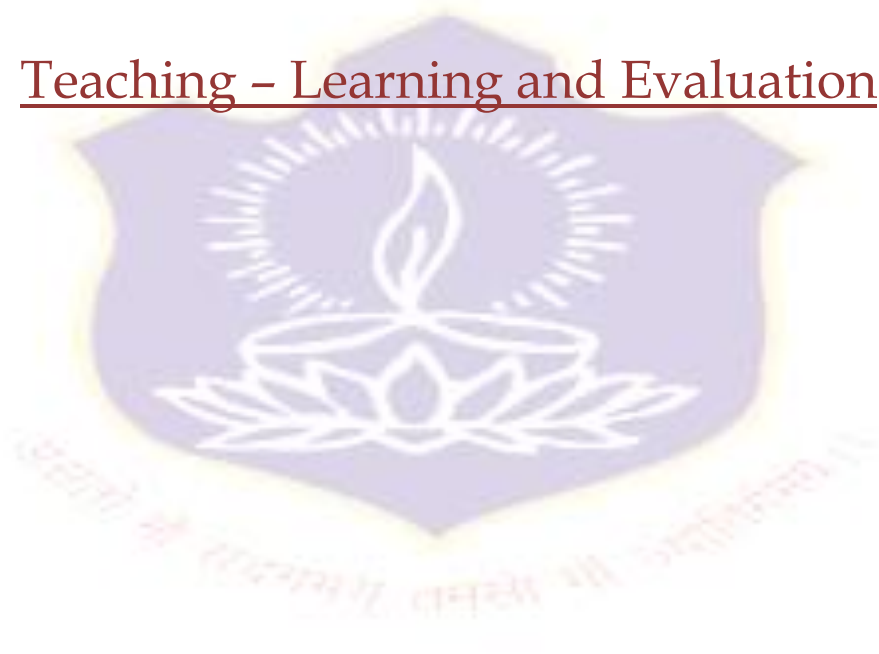
- ◇ At the end of important topics or chapters the students are promoted to make students presentation in the class room related with the topic recently covered.
- ◇ Distinguished educational experts are invited to deliver extension lectures to the students by which not only the students but the faculty members are also equally benefited.
- ◇ Student performance is regularly checked on the basis of results in terminals and unit tests. Feedback from the students ensures the sustenance of quality.

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

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

Criterion II:

Teaching – Learning and Evaluation



2.1 Admission process and student profile

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

Admissions are purely on the basis of State Level Common Entrance Test conducted by one of the state level University designated by the Bihar Government.

State Govt. Ensures wide publicity in a plan manner for B.Ed.

- ◆ Admission notification is published in leading national and regional daily Newspapers by Higher Education.
- ◆ The notification contains detailed information about number and range of courses, eligibility, process of admission and academic as well as support facilities.
- ◆ Prospectus giving all the academic, administrative and financial aspects related to admission process is made available to students by the college personally and electronic media.

Ensures Transparency as under:

Admissions are on merit basis that is scored in the entrance examination. All the reservation policies are followed as per the State Government rule and regulation. The whole process of the admission is online. Student application, fees and opt the institution through online counseling session is carried out online by the statutory body. After the allotment of the institute, students have to report for the admission through online allotment and reporting letter.

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

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

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

B. Ed. admissions are strictly on the basis of State Level Test. Statuary body of test conduct is allotted the candidate on merit basis. However the college Admission committee coordinates with designated university keeping in mind the seats available in different streams of the concerned college namely Arts / Science/ Commerce. When a candidate approaches the college with the admission letter, all the documents of eligibility criteria, rank, and category documents are verified by the college admission committee and the candidate seeking admission is allowed provisional admission in the college. The whole admission process is transparent as the technology advancement is made use in admission process. Once a candidate has been allotted a college then the option to change the study centre is not allowed.

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

Institute has a system through which all the Economic class students get equity in cultural participations. All students are familiarized with each other to avoid cultural, religion diversity. A guidance bureau is in proper working to sort out such type of problem and counsel the student in perfection. College also adopts the reservation policy for physically differently abled student as per the rule of regularity bodies. Eligible students benefit scholarship facilities.

Orientation program of four days in the beginning of the session helps the students to acquire the knowledge about myth and facts of the course.

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

Yes, the institution has following provisions for assessing students' knowledge/ needs and skills before the commencement of teaching programs.

Orientation programme: Every academic session begins with the orientation programme. The teacher educators introduce the nature and structure of teaching subject options to the students. The students- teachers have a no opportunity in the programme to share their views, to make queries and discuss their point of view regarding the course structure and schedule.

Talent hunt: Every year institution organizes the talent search competition just after the admission process completion. it has various segment like –dance , poetry speech singing painting, rangoli, best out of waste mono –acting and mimicry. The performance of the student provides a realistic picture of their personal knowledge specific skills and needs.

Periodical tests are conducted: After evaluation, the weak students are identified and the Teacher Educator adopts some special methods to develop them. Remedial Teaching is followed. Special assignments are also given for weak students

2.2 Catering to Diverse Needs

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

In order to create an over all environment conducive to the learning and the development of the students, the college, on the next day of the Final Reporting conducts a Three days' Orientation program for acquainting the students about the Institution, its features, code of conduct, the future functioning, the syllabus of the course etc.The Faculty members try to establish rapport with the new students through lectures and personal

contacts. The new students are given an opportunity for exposure of their talents in an Open house meeting. The students are free to present themselves and Observation Team, nominated by the Principal, observes them to find out their hidden talents. The list of the students as per their performance is displayed on the notice board for information and the addition/alterations, if any, are made.

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

- ◆ The learners are encouraged and facilitated to enlarge learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library, internet access.
- ◆ Remedial Teaching is conducted periodically for slow learners and Modules are given for self-study with respect to core papers and handouts are designed for higher achievers.
- ◆ ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.
- ◆ Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form.

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

Activities envisioned in the curriculum for Student teachers to understand the role of diversity and equity in teaching learning process include:

- ◆ Paper on Philosophical and Sociological Bases of Education facilitates understanding of diversity and equity in education. Modern School Management reinforces it further in operational form.
- ◆ Paper on Educational Psychology and Guidance helps students understand the individual differences. This is practiced during the course of teaching.
- ◆ During the teaching-learning process, teacher educators demonstrate how the (inbuilt) norm of equity is applied and diversity honored. This they do by observing the values of democracy: they play a pro-active role and attend to the different viewpoints in an academic way; appreciate individuality of students and take different viewpoints as a rational and worth respecting.

- ◆ Reciting national song and anthem are routine practice of the college which ultimately creates emotionally-toned humane atmosphere for all.
- ◆ The each day prayer session is planned in a way which justifies the sentiments of all. Generally, talks on eminent social personalities/reformers, freedom fighters, educationists, peace, are followed by thought of the day and National Anthem
- ◆ Field trips are undertaken to provide planned exposure to our students to different cultural and national identities, issues and problems.

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

The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse teacher trainee needs by the following ways:

1. Selection of the faculty: Highly qualified candidates apply for the post of lecturers. Among these knowledgeable candidates, the experts of the selection committee select the lecturers by testing their knowledge and sensitivity to cater the diverse teacher trainee needs.
2. Training of the faculty under experienced teacher educators. These selected lecturers are trained under the able guidance of the well experienced teacher educators of this institution by discussion, sharing views, feedback of the teacher trainees and experiences of the teacher educators in the staff meetings formally and informally.
3. Participation in professional development program: Our faculty members participate in the professional development program like conferences, workshops, symposia at local, regional, national and international levels and gain the knowledge useful for catering the diverse teacher trainee needs. This keeps them updated regarding new trends and contemporary issues. Some of them also participate in these professional development programs as resource persons and disseminate the knowledge. Our faculty members also write conceptual, empirical and research articles.
4. Interactions with the teacher trainees: The institution has a separate mechanism known as diary cell, in which there are monthly interactions of the teacher trainees with their parent teacher (diary cell teacher- incharge) occur. In these meetings, diverse teacher trainee needs are identified and accordingly the guidance and counseling is provided to the teacher trainee- teachers.

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

The practices adopted in the class room to develop the knowledge and skills related to diversity are

- ◆ Group discussions about the important aspects related to diversity and other areas.
- ◆ Workshops and Assignments on selected topics
- ◆ Exhibiting models
- ◆ Conducting quiz
- ◆ Role-playing
- ◆ Publications of different articles
- ◆ News updates through resources
- ◆ Special talks by eminent personalities in the respective fields.
- ◆ Debates

2.3 Teaching- Learning Process:

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

The details as desired above are given as under:-

LIBRARY: Library is the soul of an institution. It is a place where the clientele can update the knowledge and develop his/her skills for quality improvement and enhancement. In order to make its utmost use, a full set of books related to the course is supplied from the Library to each student teacher at the beginning of the session. Besides, open-self system is introduced in library during college hours. Book bank facility is also there to help the students. The student teachers are given the liberty of exchanging the books among themselves with the permission of the Librarian. Ample number of Magazines & Journals are available in the Library for updating the knowledge & skills. The faculty and other stakeholders are also at liberty to make maximum use of the library as and when required.

WEBSITE: The student teacher is free to take advantage of the College Website for getting Information and Data. The net working system may be used by the students for gathering information from other sources in order to make changes and add new things in their plan & programs for Quality improvement & enhancement.

FOCUS GROUP: - The focus group is given the opportunity to transact & interact with the student teachers as & when the situation warrants.

INDIVIDUAL PROJECTS:-The student teachers are always encouraged to take Individual projects particularly in practice teaching for the development of skills and making the practice teaching more useful and relevant to the diverse needs of the children.

PEER TEACHING:-It is a kind of Strategy adopted for improving the teaching learning process. Herein, the students learn according to their status. The basic Principles are:

1. Student learns at his own.
2. He/ She learns in group and solves his/her problems through his/her companions.
3. Each student is free to express and expose himself/herself.
4. Remedial learning is one of the positive aspect of this type of teaching.
5. It is beneficial for all—Slow learners, Fast learners and Average.

The students are divided into groups. The study material is finalized as per the group needs and status. They discuss their problems in groups and try to solve those with the assistance of each other in the group. The teacher is there simply to create learning atmosphere and to have a watch over the students so that the process goes on smoothly. The shy & shirkers can become free from such handicaps The College has, to some extent, tried its hand on this strategy but due to the paucity of time resources could not get much success.

INTERNSHIP:-The college pays more attention on this part. The internship is arranged and planned as per requisites & availability of resources and expertise.

The college takes initiative in introducing the different activities, techniques for active and real teaching- learning. The schools are selected for internship and the students are motivated to work earnestly as per the schedule of the schools. The student teacher is given an opportunity to take part in the wide range of activities of the school in order to establish close affinity with the school routine. The college plans and prepares the program to bridge the gulf between the experience of the training program and the classroom experiences.

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

Learning is made student-centered by encouraging participatory learning activities as these provide a lot of scope for the student teachers for self-learning leading to self-development. The teaching plan given to the students is very specific with its topics/themes to be taught in the specified hour. Both the teacher and student prepare the topic from various sources such as websites, books, periodicals and magazines. Students contribute to the knowledge for the specific topic in their own capacity. Non contributors are identified and are given special assistance, opportunity and counseling.

The various participatory learning activities adopted by the institution are:

Assignments: Application based assignments are given where students have to refer books and find out information.

Community Work: Survey is conducted by the student teachers in the community for their knowledge and information at B.Ed. level. This leads to a lot of interaction and understanding of the requirements in the community.

Problem solving: Student teachers are encouraged to find out possible solutions to a given situation. Later a discussion is held on the same.

Field visits and excursions: These activities give opportunities to student teachers to sharpen their observation skills and noting down things of relevance. Student teachers have to submit a detailed report of their visit. This builds confidence in them.

Participatory discussion: It is used in combination with the lecture method, provokes the thought processes and encourages the student teachers to ask open ended questions which stimulate a healthy discussion in the class.

Practical Demonstration: The psychology laboratory provides scope for practical demonstration work which leads to a lot of interaction

Cooperative Learning Method: It gives the student teachers enough scope to understand and learn from their peer groups.

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

The instructional approaches are as follows:

- ◆ Lecturer method with the help of suitable teaching aids such as charts, models, smart board, and power point.
- ◆ Active learning method, demonstration method, communication method and power point presentation are some of the other methods followed.
- ◆ Special attention and assistance for the slow learners.
- ◆ The innovative approach used by the teacher educators for a majority of tasks is through the task-support learning. Teacher educators use learning situations and tasks that do not make student teachers merely reproduce the knowledge acquired, but also stimulate their creativity in order to come out with something new and original. This intensifies the academic process and enhances the student teachers motivation. This is achieved by using various forms of curricular and co-curricular activities, including interactive lectures, presentations, individual assignments, independent and self-learning activities, seminars, role plays, simulations, case-studies, individual and team projects, and workshops.

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

As per curriculum of B.Ed., instead of practicing different models of teaching, students are required to practice different skills of teaching during microteaching. The teacher trainees are required to master the teaching skills as definable, observable, measurable and controllable form till they attain the perfection in the use of the skills.

- ◆ During the first phase of practice teaching, micro-teaching skills are organized by the institution.

- ◇ Emphasis is laid on pedagogy by organizing orientation programs to prepare lesson plan on micro teaching skills by the faculty members.
- ◇ Demonstration lessons presented by the Principal and teacher-educators are observed by the students.
- ◇ The teacher educators use projected teaching aids like, OHP and LCD to create effective and motivating environment.
- ◇ Practice is provided for preparing micro lesson plans in five skills, namely, Skill of Probing Questions, Skill of illustrating with Examples, Skill of Explanation, Skill of Using Black Board and Skill of Stimulus Variation.
- ◇ Two lessons per skill are taught by each student teacher.
- ◇ Micro-lessons on five skills are observed by the peers.

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

Yes the student teachers use micro-teaching technique for developing teaching skills. As per the syllabus seven skills are practiced by students before going to the teaching practice. The student teachers use micro-teaching technique for developing teaching skills:

1. Skill of Set Induction
2. Skill of probing question
3. Skill of using Black board
4. Skill of Explaining
5. Skill of Illustration with Examples
6. Skill of Stimulus variation
7. Skill of Reinforcement

All the above skills are used for all the subjects taught. They are insisted to choose model lesson and prepare lesson plan. Microteaching practice is given to the students before macro teaching class. The micro teaching programme is organized in the following stages:

- 1) Explanation and demonstration of each skill by faculties.
- 2) A batch of 10-12 students is allotted to each faculty organize practice of skills in simulated situation.
- 3) Every student has to practice one lesson on each skill of each methods.
- 4) Thus every students practice to lesson of each skill. Total 10 lesson are conducted by each student according to methods preferred by them.

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

The process of practice teaching starts with a three day workshop, in which theoretical information about lesson plan, steps of lesson etc. and demonstration of lesson is given, practice teaching program is conducted in two or three session for both the methods of students in various schools. One lesson is conducted by per student by one method per day. The lessons are observed by teacher/ educator as per the time table prepared. Peers & school teachers also observe the lessons of the student.

- ◆ Training and guidance is given to the student teachers on micro teaching, preparation of lesson plan, preparation of blue prints and question papers, case studies, achievement tests and model preparation before extending in school for teaching practice.
- ◆ Student teachers are required to do a teaching practice for 40 days which includes ten days of observation.
- ◆ They are deputed to schools in accordance with the approved list given by the Chief Educational Officer.
- ◆ This practice teaching covers 40 lesson plans along with relevant teaching models and charts.
- ◆ Diagnostic tests and achievement tests for students are conducted by the trainees during and at the end of the internship to evaluate their performance.
- ◆ Slow learners are identified and special classes are conducted by the student teachers.
- ◆ They are required to do case study (Identifying fast or slow learners or problematic students) and action research at school level.
- ◆ They suggest recommendations for the improvement and submit a record to the college.
- ◆ The trainees are evaluated by their respective guide teachers. They submit evaluation sheet to the college.

- ◆ The concerned teacher educators of the college visit the school and assess the performance of student teachers periodically.
- ◆ A feedback on the performance of the trainee in general is collected from the Head master of the school concern and guide teachers.
- ◆ Students are asked to give feedback related to their experience in the school.

2.3.7. Describe the process of Block teaching/ Internship of students in vogue. Internship to students is in vogue as per the curriculum designed by the University.

After taking permission from the practice teaching schools, the internship program is planned for fourteen working days. All the student teachers deliver one lesson per day and the teacher-educator supervises. Fifty percent of these lessons and comments and suggestions are written on their lesson plan note books. Senior school teachers are also asked to observe some of these lessons and their valuable suggestions are used for improvements in program. In addition to this, our students share other responsibilities of the school in their internship period as follows:

- ◆ Conducting morning assembly.
- ◆ Organizing co-curricular activities.
- ◆ Taking adjustment periods.
- ◆ Correction of home-work of students.
- ◆ Giving test to students.
- ◆ Evaluation of the test.
- ◆ Performing proctorial duty in the school.
- ◆ Working in library and laboratories with school staff.
- ◆ Learning maintaining stock registers.
- ◆ Doing analysis of time table of the school.
- ◆ Administering action-reach program.
- ◆ Observing working of mid-day meal and parent teacher-meeting.
- ◆ Holding competitions regarding environmental issues.

Giving one environment-based lesson to school students to bring awareness and sensitivity in them regarding environmental issues. During the internship program, one teacher-educator with 15-17 students go in the practicing school and monitor the work done by student teachers. Student teachers are motivated to make use of smart class rooms, power point presentation, and audio- visual aids to make their lessons effective.

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

Yes the practice teaching sessions/plans are developed by involving the school staff and mentor teachers.

- ◆ The practice teaching time tables are prepared with the concurrence of the school Principal or Supervisor.
- ◆ The units are given by the school subject teachers.
- ◆ The lesson plans are submitted to the guiding teacher educator.
- ◆ Guidance is taken on a one to one basis.
- ◆ Feedback received is shown to the guiding teacher educator.
- ◆ School supervisor/senior teacher also supervises the practice lessons and gives feedback for further improvement

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

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

- ◆ To keep the classes in learner centered mode.
- ◆ To follow the school rules and regulations.
- ◆ To maintain the classes in activity based learning.
- ◆ To deal with the students psychology.
- ◆ To motivate the students by asking relevant questions.
- ◆ To make learning effective through active learning.
- ◆ To follow the utilization of as many teaching learning aids as possible
- ◆ To deal the with exceptional children using a special methods.
- ◆ To conduct special classes for slow learners after school hours if necessary.
- ◆ The trainees are trained to conduct slip tests for students during breaks.
- ◆ Counsel and motivate the weak students.

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

The major initiatives adopted by the institution for encouraging student teachers to use /adopt technology in practice teaching are:

- ◆ Hands on training given in use of computers
- ◆ Smart Class and use of Interactive board is in practice.

- ◆ Encouragement is given to present power point lessons.
- ◆ Training given to use of internet.
- ◆ Use of LCD projector for paper presentations, for seminars is encouraged.
- ◆ General guidelines are provided for preparing effective PowerPoint presentations

2.4 Teacher Quality:

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

The practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers. The first phase including microteaching and mega teaching is carried out with the help of mentor teacher. The second phase including real teaching is carried out with mentor teacher as well as with school staff.

- ◆ During micro teaching session, the students are explained how to prepare micro lesson plans. During microteaching session, the mentor teacher helps the students about the source (the text books prescribed by the state board for particular class) material to be referred for improving their teaching plans.
- ◆ During mega teaching session, the students prepare lesson plans for 35minutes duration and for the specific class. They learn how to prepare questions for testing the previous knowledge of the students, how the lesson is to be developed so as to ensure active participation of the students, what to write and how to write on chalk board. Many other points are also explained by the mentor teacher to the student teachers.
- ◆ During real teaching practice, the student teachers are sent to schools with their mentor teacher. The mentor teacher after conducting a meeting with the Principal of school and concerned subject teacher instructs the student teachers to prepare lesson plans. The student teachers are asked to keep in mind the locality, the age, mental level, interest, need etc. of the students while preparing the lesson plan. The suggestions given by the staffmembers, subject teachers and the Principal of school are given due importance for preparing teaching plans. Thus, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers and student teachers.

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

As per the availability of subjects in the school and guide teachers the DEO has allotted 10 schools for practice teaching in different places. The ratio of the student teacher and school for the practice teaching is 15:1 (fifteen teacher students per school).

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

The mechanism of giving feedback to the students is manual. During micro session conducted in simulations, the teacher educator and the peers provide feedback about the lesson presented by the student teacher and also during the practice teaching school peers group of student –teacher involves head and teacher of practice school, peers group of student –teacher with him for manual observation to give feedback. At the time of actual practice teacher educator as well as school teacher sits in the class room. After giving lesson teacher educators as well as school teacher give oral feedback to student teacher so that they improve their performance. The teacher educator give written feedback in their lesson diaries, the feedback mechanism is PLAN-TEACH-FEEDBACK – REPLAN –RETEACH –FEEDBACK–CONFIRMATION.

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

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

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

- ◆ The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies by the following ways:
- ◆ Availing library and Internet facility.
- ◆ Book review for the school subjects.

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

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

The institution supports professional as well as personal development of the teacher educators through:

- ◇ Encouragement to enroll for higher education
- ◇ Promotion of research activities and incentives are given to faculty on the completion on their research work.
- ◇ Participation in orientation and refresher courses
- ◇ Attending seminars, workshops and training programs.
- ◇ Paper presentations at the local and national level
- ◇ Conducting workshops
- ◇ Writing articles

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

Yes, the institution has transparent policies on faculty incentives and rewards.

- ◇ Faculty Performance Appraisal based on students feedback and students performance in University Examinations is made and teachers with best performance are rewarded.
- ◇ Teachers producing 100% pass percentage paper-wise are regularly awarded.
- ◇ Teachers are awarded for their best research papers presented in the seminar.

2.5 Evaluation Process and Reforms:

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

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all the necessary measure is taken. The barriers to student learning are checked immediately. The environment of the institution is conducive to the student teachers potential actualization . All faculty members are motivated and devoted for the welfare of student teacher. The student advisor in charges has a keen watch to make them feel comfortable and contended in term of learning outcome. Student teacher's class room problem and campus experience are invited to share by the tutor and all the student teacher in charge. Their requirement, suggestion, need and problems realm and campus experience are invited to share by the tutor and all the student teacher in charge. Their requirement, suggestion, needs, canteen facility, Medical facility, learning barriers, peer group disturbance or any other personal problem are properly identified and addressed. These problems are solved with the help of teachers, Principal, Director, Management Committee of the college. The faculty members walk an extra mile for solving the learning problems of student teachers.

Personal attention and care of faculty members facilitate all the student teacher to share her learning problem. Faculty member provide remedial teaching, repeat or modify the instructions delivered already and make change in their lesson and teaching aids and methodology. The provision of SUGGESTION BOX also provides an extra space to student teachers to share view on different learning barriers in campus.

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

Assessment Criteria For B.Ed. 1st Year

Name of paper	Credits	Full Marks	External Marks	Internal Marks
Childhood and Growing up	4	100	80	20
Contemporary India and Education	4	100	80	20
Learning and Teaching	4	100	80	20
Languages across the curriculum	2	50	40	10
Understanding disciplines and Subjects	2	50	40	10
Gender, School and society	2	50	40	10
Pedagogy of a school Subject-part I	2	50	40	10
EPC-1 Reading and Reflecting on texts	2	50	-----	50
EPC-2 Drama and Art in Education	2	50	-----	50
EPC-3 Critical Understanding of ICT	2	50	-----	50

Assessment Criteria For B.Ed. 2nd Year

Name of paper	Credit	Full Marks	External Marks	Internal Marks
Pedagogy of School Subject-Part II	2	50	40	10
Knowledge and curriculum	4	100	80	20
Assessment for Learning	4	100	80	20
Creating an Inclusive School	2	50	40	10
Optional Course	2	50	40	10
EPC-4 understanding self	2	50	-----	50
School Intership	10	250	-----	250

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

Giving prompt and immediate feedback is one of the best ways to communicate the performance and achievements. Answer sheets of the internal examination are shown to the teacher trainees and written remarks are given on the answer papers if required.

This is supplemented with oral feed back to the teacher trainees for further improvement in their performance in the examination. Depending upon the problems communicated by the teacher trainees, different strategies and teaching methods are adopted for curriculum transaction. During micro teaching, instant feedback is given to the teacher trainees through teacher and

peer group observations. The low achievers are oriented and guided on proper techniques and study skills to improve the performance. The high achievers are motivated by appreciating their performance

The names of the teacher trainees and the scores obtained in the first internal test of the first five ranks are displayed on the notice board. Teacher trainees are given inputs to improve their scores to excel in the University Final B.Ed. examination. All of the above practices help in improving the performance of teacher trainee and curriculum transaction.

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

ICT is used for the assessment and evaluation as follows:

- ◆ Preparing all instructions related to assessment
- ◆ Preparing question banks
- ◆ Typing question papers
- ◆ Typing assessment schemes
- ◆ Typing evaluation charts for various activities
- ◆ Recording marks secured by all teacher trainees
- ◆ Preparing result sheets
- ◆ Analysis of results

2.6 Best Practices in Teaching- Learning and Evaluation Process:

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

The following innovations are introduced by the institution:

- ◆ Video feedback teaching is significant innovation for teaching practice.
- ◆ LCD is used for lectures in seminars by both students and staff.
- ◆ OHP is used for lectures.
- ◆ Website and Internet is used in learning process.
- ◆ Educational trip is arranged.
- ◆ Guest lectures by eminent resource person are organized.
- ◆ Seminar is organized.
- ◆ Library is a centre of resource.
- ◆ Feedback from students and reviews of faculty performance is considered
- ◆ Action plan of the college, department staff helps us.

- ◇ Review of faculty performance by principal and management.
- ◇ Review of work in department meeting is held.
- ◇ Organizing training program.
- ◇ Teacher-taught interaction is encouraged.
- ◇ Life skill is practiced

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

The institution provides all support to the staff members for adopting innovative teaching and learning practices. The use of technology in teaching-learning is also highly encouraged by the institution and necessary impetus has been brought in for augmenting the innovative techniques in teaching.



Criterion III:

Criterion III: Research, Consultancy and Extension



3.1 Promotion of Research

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

- ◆ Research and teaching are interdependent activities. Our institution creates environment supportive of research for the teacher educators. Teacher educators are provided with the necessary resources and opportunities to keep abreast with latest issues in their field and to integrate the results of their own and others' research into the course content.
- ◆ Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials, relevant technology, and flexibility is provided in time schedule.
- ◆ Support is provided for teacher educators to participate in professional conferences at regional and national level.
- ◆ Workshops/Seminars are conducted on a regular basis to orient with the research skills.
- ◆ The institution encourages teacher educators to conduct researches.

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

- ◆ Staff members are motivated to go in for educational research.
- ◆ Educational Psychology.
- ◆ Educational Administration.
- ◆ Educational Evaluation.
- ◆ Educational Technology.
- ◆ Teacher Education and Teaching behavior.
- ◆ Curriculum construction and text books.
- ◆ Guidance and counseling in any field of their interest.

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

Yes, the institution encourages Action Research. Action research is focused on the immediate application and not on the development of theory, or upon general application. The emphasis in action research is on a problem here and now, in a local setting. Its findings are evaluated in terms of local applicability,

not in terms of universal validity. Our purpose is to improve school practices and at the same time, to improve those who try to improve the practices.

- ◆ The goal of our institution is:
- ◆ Identification of a problem
- ◆ Defining the problem
- ◆ Listing of probable causes
- ◆ Formulation of an “Action Hypothesis”
- ◆ Testing of hypothesis
- ◆ Action program
- ◆ Conclusion
- ◆ Follow up

Outcomes and impact:

Action Research is made by the staff members and the students for the purpose of rectifying critical problems and to give suggestions for the improvement of the quality of our institution.

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

Nil

3.2 Research and Publication Output:

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

The Institution has provided adequate instructional and other related facilities to enhancing the Teaching quality.

The last 3 year facilities provided are:

- ◆ ☑Reference and text books have been increased.
- ◆ ☑Educational CDs from 20 to 40 numbers, Learning materials : 400, Transperncies : 100
- ◆ Language Lab and computer labs are established commonly for the use of school and educational Institution.
- ◆ 24 x 7 Internet facility with a capacity of 100 mbps.
- ◆ LCD and OHP are available for PPT.

The developed instructional and materials are as follows:

- ◆ Teaching Models
- ◆ Charts and visual representations
- ◆ Power point presentation
- ◆ Periodicals including News Letters, College Magazine
- ◆ Papers on specific topics

The above developments are used in academic activities by the student-teachers and is supervised and monitored by Teacher-educators. The overall supervision of the usage of instructional and related teaching aids is monitored by the Principal for its effectiveness.

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

Preparation of the notes is done through internet and is distributed to the students. The facilities available for developing instructional materials are as follows.

- ◆ Power point presentation is available.
- ◆ The college provides technological hardware and software materials, audio visual, multimedia etc.
- ◆ Question bank is provided for all the subjects with maximum number of possible expected questions.
- ◆ Resource materials are provided from the library.
- ◆ Printed materials covering the entire syllabus are issued to the students.
- ◆ Current events are updated.
- ◆ Interactive Board, LCD Projector and OHP are practiced.

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

Yes, the institution encourages both the faculty and the students to develop and use ICT/technology related instructional materials.

Computers : Yes

LCD : 2

CDs : Yes EPC-3 Critical Understanding of ICT

B.Ed.- Yes (In all Subjects)

Transperncies: Yes, in all subjects

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

a. Organized by the institution

b. Attended by the staff

c. Training provided to the staff

Nil

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

Nil

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

Nil

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

Some of the faculty members undertook minor research projects in Education.

3.3 Consultancy

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

Yes, the institution provided consultancy services in last three years.

S. No	Area of Consultancy	Nature of Consultancy	Beneficiaries
1.	Library awareness	Use of Library Books rules and classification	Students
2.	Career Guidance	Awareness	B.Ed. students.
3.	Medical Camp	General Health Checkup	B.Ed. students.

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

Yes- Areas of competency

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

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

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

The consultancy service is fully free of cost and it does not charge any amount for the service. The college bears the entire expenditure on the consultancy services and its preparation. Hence no revenue is generated.

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

No revenue is generated. Consultancy is offered free.

3.4 Extension Activities:

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

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

The college runs out-reach programs like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, AIDS awareness programs, anti-tobacco campaign, observing human rights days and organizing awareness programs for diabetic persons, awareness about firefighting techniques etc. The institute provides lot of opportunity to the local community by organizing programs in respect of extension activities as rallies, plantation and cleanliness activities etc.

In addition to these the college has a designated person for extension activities who runs various extension activities in collaboration with Govt. and Non Govt. organizations.

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

The institution has been benefited by the community in various ways:

◆ Institution - school networking:

During practice teaching, all teacher trainees interact well with the school. Besides classroom teaching, each pupil teacher is supposed to take part in the morning assembly of the school. Thus the student teachers interact with school/community to study their emerging needs and provide appropriate solutions to their problems.

◆ Institution - community networking:

As the pupil teachers interact with the students after being given training, they perform well in teaching and thus help them in their placement. Moreover, broader prospective regarding teaching develops during community interaction. The pupil teacher learns to tackle the students according to their need and psychology. When pupil teacher comes in contact with the community, variety of students interacts with them and thus their communication skills are improved. 'Community Awareness Programme' is organized. The pupil teachers are taken to various areas and are given chances to interact with various communities.

♦ Community participation in Institutional development:
Schools are invited to visit the institution and varieties of teaching aids are exhibited. The schools are allowed to select teaching aids for their schools. The selected aids are gifted to schools. Their suggestions are also welcomed to improve the work done by the students and the programme organized by institute.

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

The College plans to take up more initiatives in out reach programs like:

- ♦ Promoting planting
- ♦ Engaging more students in working with NGO
- ♦ Promoting cleanliness and sense of hygiene
- ♦ More intensive programs on AIDS and female foeticide
- ♦ The College proposes to organize activities in collaboration with different social bodies.
- ♦ It plans to organize blood donation camps in association with Indian Red Cross on a mass scale.

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

Since B.Ed. is only two year program and to be precise, the students stay in the College only for nine month, then microteaching, practice teaching and internship programs are to be organized in full two years so, no such project could be undertaken. Student teachers are provided with indirect exposure of Community.

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

The institution ensures in each and every stage that the Student– Teachers responsibly develop social and citizenship values and skills. During field trip and the citizenship camp activities students are taught about causes for the drink and drug addiction, duties of the citizen and the necessity of voting in the election.

3.5 Collaborations:

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

The institution has linkage with NCTE and MAGADH UNIVERSITY, BODHGAYA, Patna. This linkage helps institution in enhancing the quality of teaching. The institution is still in fancy. It is trying to make linkage with the different institutions and organization.

The benefits from the above linkages are many. A few of them may be enlisted as under:-

1. An opportunity to serve the community.
2. An opportunity to share the Government.
3. An incentive to prove our worth & existence.
4. An increase in the reputation of the institution.
5. An experience in a variety of fields is obtained

Besides, the expert guidance in the concerned areas is gained which supplies stimulus for quality performance.

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

Nil

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

- ***Curriculum Development***

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

Curriculum Development: -College has to strictly follow the curriculum design by the MAGADH UNIVERSIRY, BODHGAYA, Patna.

Teaching:-Various journals & study material of NCERT and NCTE is helpful in enhancing the teaching quality moreover, Guest Lectures are arranged.

Training: -The guidelines of University and NCTE play major role in providing training to students as well as teacher educator.

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

Research: - The faculty members of University help in research activities done by staff members.

Consultancy: -The staff member provide consultancy to nearby schools on various topics.

Extension: -The extension lectures are arranged for the guidance of our students as well as teacher educator in various activities.

Publication: -Teacher educator is publishing many research articles, in various ISSN Journals, in their teaching learning process.

Student placement: - The faculty members of college and staff of practice teaching schools are very help full in providing placement to our student teacher.

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

The College has excellent rapport with the schools wherein students are sent for teaching practice. In addition, the college remains in touch with other schools.

- ❖ Internship in reputed schools provides students with adequate exposure to get jobs of their satisfaction. Every year, students are absorbed by the school, where the students undergo internship prior to the announcement of the final examination result.
- ❖ For effective implementation of Community Programs, the college even gets help of the principals and the trustees of nearby schools. For the purpose, the College deutes some teachers for delivering lectures to nearby schools whenever there is programme introduced by some reputed organizations. The college community and schools are thus creating networking for the common goals to be achieved.

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

Yes, the faculty members are actively engaged with the School personnel not only at the time of Practice Teaching but throughout the session also. The whole of the Practice of Teaching is designed, delivered and evaluated with the total consultancy and assistance of the Headmasters and the staff of different practicing schools.

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

- ❖ The institution collaborates with the school on behalf of interaction approach and to the other colleges of the university to fulfill the need of the curriculum, examination and expertise.
- ❖ Our staff members participated in many seminars, workshops and symposium. Our staff members acted as judges in competitions. Our principal was chief guest, honors guest and dignitary of expert committee.

3.6 Best Practices in Research, Consultancy and Extension:

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

The institution invites resource persons from various universities and colleges to share their research ideas with faculty members and student teachers.

The college has encouraged all the staff members to undertake action research and mini project to improve quality of teaching. Our staff members are permitted to attend research programs in the colleges and universities. Staff members are encouraged to offer academic consultancy to the nearby B.Ed., colleges and universities free of cost. The institution motivates faculty members, to register for research degree by making adjustment in teaching schedule and providing secretarial support.

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

Research

- ◆ Special leave is sanctioned for carrying out specific research practice like literature collection, data collection.
- ◆ Registration fee, Travelling Allowance and Daily Allowance is borne by the institute for faculty attending seminars, symposia, conferences and workshops.

Consultancy

- ◆ Special leave is granted for the purpose of consultancy and extension work.
- ◆ Travelling Allowance and Daily Allowance will be provided by the Trust.

Extension

- ◆ Providing internet awareness program to the school children.
- ◆ Organize special camps like Eye camp, Blood donation .

Criterion IV:

Infrastructure and Learning Resources

Physical Facilities:

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

Yes, the institution has the physical infrastructure as per NCTE Norms. The details of infrastructural facilities are given ahead:

The details of infrastructural facilities are given ahead:

- ◆ Land area - 0.86 Acres
- ◆ Buildup area – 43696.45 Sqft
- ◆ Class rooms - 8
- ◆ Sc. Labs - 1
- ◆ Seminar /conference hall – 2
- ◆ Staff rooms – 4
- ◆ Ladies rooms – 4
- ◆ Library- 1
- ◆ Reading Room- 2

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

Resources have never been lacking with our Educational Society. As per NCTE norms, the college admits 2-units-100 students every year in B.Ed. The infrastructure available for students is more than sufficient. The Management would expand the infrastructure in case of need and starting of additional intake and additional course in future. The building has a provision for expansion.

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

Description	Available Resources
PUBLIC ADDRESSING SYSTEM	Yes
RECEIPTION AREA	Yes
MULTIPURPOSE HALL	Yes
LIBRARY	Yes
ICT RESOURCE CENTRE	Yes
READING ROOM	Yes
ART & CRAFT WORKSHOP	Yes
SEMINAR HALL	Yes
COMMON ROOM	Yes
PSYCHOLOGY LAB	Yes
INDOOR GAMES	Yes
SMART CLASSROOM	Yes

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

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

Multipurpose Hall - The multipurpose hall with a seating capacity of 200 persons is there in the institution for provides a common platform to students, faculty and renowned educationists for regular interfaces, conferences, seminars and daily morning assembly. Many cultural events and seminars are organized in the multipurpose hall. The hall has been equipped with

appropriate lightening system and communication tools like public addressing system.

Playground- Institute having playgrounds for organizing games like badminton, volleyball, handball, cricket and football is available. A track for organizing athletics is provided. Sports kit and material facilities are provided to the Pupil teachers.

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

Complete infrastructural and instructional facilities are being used by B.Ed. program only.

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

- ◆ The college building is well furnished and properly maintained.
- ◆ Separate toilet facilities are provided for students and staff.
- ◆ Attached toilet facilities are provided in Principal's room and Correspondent's room.
- ◆ To ensure clean water facility, periodic cleaning and maintenance of water tanks are carried out.
- ◆ The management has provided an Aqua Guard connection to provide purified drinking water to students.
- ◆ The entire premises are kept cleaned by sweeping and mopping regularly. First aid kit is provided in the college.
- ◆ Awareness lectures on Health and Hygiene are organized to bring awareness among the students by Eminent Doctors.
- ◆ The library has a good number of books on health education.
- ◆ Fire Extinguishers are installed in important places of the building.

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

Yes, we do have hostel facilities. The Hostel is available in the college campus itself. At present 23 boys are staying.

4.2 Maintenance of Infrastructure:

4.2.1. What is the budget allocation and utilization in the last Five years for the maintenance of the following? Give justification for the allocation and unspent balance if any. * Building * Laboratories * Furniture * Equipments * Computers* Transport/Vehicle

Particulars	2012		2013		2014		2015	
Building								
Allocation	5000000		5500000		6000000		9100000	
Utilization	5000000		5500000		6000000		9100000	
Laboratories/Library								
Allocation	500000		50000		50000		50000	
Utilization	500000		50000		50000		50000	
Furniture								
Allocation	550000		150000		75000		450000	
Utilization	550000		150000		75000		450000	
Equipments								
Allocation	200000		50000		50000		50000	
Utilization	200000		50000		50000		50000	
Computers								
Allocation	700000		200000		150000		50000	
Utilization	700000		200000		150000		50000	
Allocation								
Others	800000		700000		900000		600000	
Utilization	800000		700000		900000		600000	
Total	7750000		6650000		7225000		10300000	

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

Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities in the following ways:

- ◆ The buildings are used for administration, teaching and accommodating students.
- ◆ Library is used for keeping books for reference and enrichment of knowledge by students and staff members.
- ◆ The playground is used for training the students in physical fitness and game activities.
- ◆ The audio – visual materials are utilized for training the students in developing teaching skills.
- ◆ The computer laboratory is used by students to prepare power point slides for presentation, for browsing, doing ICT related project works etc.
- ◆ Language laboratory is used for developing language skills in English – correcting and bettering the pronunciations of students teachers.
- ◆ Science laboratory in each subject is used for developing experimental skills, demonstration skills, problem – solving skills, construction skills and improvisation skills.

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

The institution is fully awakened towards environmental issues. The Infrastructure free from pollution and away from the hustle & bustle of the town is very much essential for effective learning. The college is located in a calm & quiet environment. Maximum Plantation is planned & done. Despite many constraints like water electricity, skilled man power etc. the society and

college, both are engaged to make the environment very conducive and congenial to the learning process and also to the satisfaction of the clientele.

4.3 Library as a Learning Resource:

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

Yes, the institution has a qualified librarian and sufficient technical staff to support the library with good collection of books on education and related topics with journals, periodicals, weeklies and dailies. One computer, printer, and photo copier machine have been provided to the library for technical support. Our college library is computerized.

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

The College has library with internet and photocopier facility, it has:

Books	-7000
Textbooks	- 3700
Reference books	-3300
Magazines	- 200

Journals subscribed	-20
Indian journals	-17
Foreign journals	-03
Peer reviewed journals	-70
Back volumes of journals	-50
E- Information resources-	
Online e journals-	-70
CDs/ DVDs	-45
Video Cassettes	- 2
Audio Cassettes	-2

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

The college has a mechanism to systematically review the various library resources. The librarian contacts the different publishers for catalogues. These catalogues are given to the college library where the teachers select the books as per requirement of their subject.

Teachers avail library to make notes, wherever they feel requirement of particular books, journals and reports. They communicate with the librarian.

Through these mechanisms, required books and literature are bought up in the library.

If any teacher finds any book, suitable for the students, he/she can purchase it for the library and bill is paid.

Library committee members are –

- ◆ Convener (Librarian)
- ◆ Member (Faculty)
- ◆ Member (Faculty)
- ◆ Student Representative

The functions of the Library committee are as under:-

1. To see that the library fulfills the norms of the statutory bodies.
2. To see that the library is well recorded and maintained.
3. To see that the library staff is serving the clientele in a system properly and earnestly.
4. To obtain the feedback from the faculty, students and other stakeholders.
5. To take decisions regarding the resources, adequate access and their relevance for quality improvement & enhancement.
6. To check the proper utilization of the allocated budget and resources.
7. To have a physical verification of the library at the end of every year.
8. To make efforts to acquaint the student teachers with the library working so that they may utilize the obtained knowledge when they go to their schools.
9. To make efforts to make the library richer & Technology savvy.
10. To report to the Principal detailing every aspect of the library along with comments & suggestion for improvement at least twice in a session.

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

Yes, our Library is computerized. Library materials and services are automated with commercial software. All the books and materials are properly bar coded and numbered for effective use. Easy accessibility of the material is in practice as Assessing of an E-Journal and E-material.

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

The college library has computer, internet and photocopy facilities.

Computer: The books loading process is going on.

Internet: Available

Photocopy Facility: Library provides photocopy facility to the students as well as faculty in minimum charges of library books.

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

The College does not make use of Inflibnet/Delnet or IUC facilities.

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

The library is opened in 261 working days last year. The library is open for six hours per day w.e.f. 10.00 clock to 4:00 clock in six days per week in holidays for 4 hrs & during examinations for 10hrs.

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

The staff & students come to know about new additions made in books, journals etc. Through the list of the same displayed on the noticeboard of the library. Librarian reports the development in the staff meeting.

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

The college library has a book bank well utilized by the students. The books are provided to the needy students.

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

The physically and visually challenged students are treated exclusively. They are given a separate place to sit and read in the library. They may use the library at liberty. The library assistant remains at their disposal to cater to their needs. They are allowed to keep the library books more than the fixed days.

4.4 ICT as learning Resource:

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

Institution has well developed computer lab having 40 computers along with scanner and printer. The institution is partly equipped with ICT facilities. There is a well equipped Computer lab with Internet connectivity. It has enough Audio-visual aids/materials and other media facilities like telephone, mobile, T.V. etc The institution ensures the optimum use of the facility through actual working in the different programs & the activities of the college. The student teachers make full use of Audio-visual aids, computer and software in their practice teaching to make their teaching attractive, motivating and qualitative. The faculty, too, is well aware of the significance of ICT and takes its advantage to the full in classroom teaching and various activities organized by the college during the session.

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

Yes. Trainees are given practice in using OHP's, and LCD's. They are trained in the production of computerized materials for Practice Teaching and for seminars. The computer laboratory in the College is well utilized for computer practical as per the curriculum as well as for developing teaching materials.

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

K.S. College of Professional Education uses innovative technologies to a very great extent, computers, projectors, Smart Board and OHP, which are used by the teacher educators as well as student teachers during the lectures on a daily basis, workshops and seminar presentations. Admissions, internal assessment, Results and all other correspondence are done through computer applications. Extra information for various topics is procured through internet. The Language Lab is used to improve pronunciation of the students having pronunciation problems.

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

◆ **Developing lesson plan**

A lesson plan format is designed by using multimedia projector and projected for the whole class, so that the student teachers takes notes for developing lesson plan in the future practice teaching.

◆ **Classroom transaction**

The student teachers prepare particular topics using film strips, transparencies which is difficult for the students and also for proper classroom interaction.

◆ **Evaluation**

The achievement and diagnostic test papers are evaluated by manual, and the marks obtained by the school students are stored in the Excel (Microsoft) by the student teacher like rank correlation, arrangement of marks etc.

◆ Preparation of teaching aids

In the class the lectures of the concern department presents the models and preparation of teaching aids using LCD, slide projector etc. so, that the students teachers gets idea regarding the preparation of teaching aids for future teaching practice.

4.4 Other Facilities:

4.5.1. How is the instructional infrastructure optimally used? Does the institution shares 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 College ensures that the instructional infrastructural facilities are optimally used. Various instructional facilities like O.H.P., L.C.D. projector, Auditorium etc. are shared with other departments as and when required on basis. The college encourages student teachers to become tech-savvy and for this purpose, they are motivated to communicate among themselves through email using internet facilities provided by the college. Student teachers are encouraged to make their email Ids and use it to communicate among themselves and with their friends and relatives.

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

Various audio- visual aids facility and material like CD, audio cassettes, video cassettes, transparencies and slides based on content of various school teaching subjects are available. Transparencies on content cum pedagogical

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

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

The following laboratories are available with the institution:

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

2. Science Resource Centre – The lab comprises of various charts, models, specimens, apparatus, equipment, chemicals and reagents related to Physical and Life Sciences, microscope, specimen of human skeleton etc., are also available.

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

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

4. ICT Center (Educational Technology cum Computer Lab) – Computers on LAN, printer, overhead projector, slide projector, LCD, television, radio, tape recorder, CD Player, audio and video cassettes related to curriculum are available in this lab.

5. Art and Craft Workshop – Moulds of chalk and candle making, equipments for gardening, tables, drawing material, charts, scale, brushes, colours and other stationary material are present in the lab. The provision for making best out of waste, rangoli and flower arrangement is also made available.

6. Resource Room – Various charts, models, CD"s, transparencies, sample of sessional work, model lesson plans and projects in various teaching subjects are displayed in this room.

A teacher in-charge of each laboratory keeps track of facilities, Lab maintenance, upkeep and upgrading the equipment, materials and services available in the laboratory. Teacher in-charge of respective lab ensures the careful and proper use of equipment 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 equipment of the lab. The lab in-charge takes care of the requirements of the lab and purchases equipment 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 equipment 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 equipment and material before the students and the students are motivated to use optimally these learning material.

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

Facilities like multipurpose hall for conducting seminars, conferences, workshops and club activities. Workshop for preparing teaching learning materials and socially useful productive work, musical instruments and sports, etc. are available with the institution.

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

Yes, the classroom is equipped for the use of latest technologies for teaching.

1. LCD
2. Slide projector
3. Video's & CD's
4. Digital camera
5. Handy camera
6. OHP

Further plan is to implement smart boards.

4.6 Best Practices in Infrastructure and Learning Resources:

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

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology. Well qualified faculty is there and

they use ICT like LCD projector, overhead projectors and power point slides for teaching. Most of the teachers participated in the workshop and have got training by an expert about the use of computer in teaching. Teachers lay emphasis on the overall development of the students. Teaching methodology is diverse. Use of ICT, inductive thinking strategies and problem solving methods are used for teaching. Main emphasis is on transfer of learning from theoretical to practical aspects, for this stress of every teacher is on learning by doing practices. The work supposed to be done by the learners is first demonstrated by the teacher. The approach adopted by the teacher is flexible not rigid. From time to time teachers attend and participate in different seminars, conferences and workshops. All the teachers are proficient in using computers for teaching. In teaching of science respective teacher lays emphasis on improvisation of apparatus. Here the emphasis is on learning through experiences and learning by doing. Teachers create such situations for providing teaching conducive environment to the students for appropriate learning.

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

The innovative practices related to ICT that contributed to the quality enhancement are:

- ◆ Computer aided Lesson planning
- ◆ Lesson delivery through computer
- ◆ Preparation and use of slides
- ◆ Preparation and use of power point presentation
- ◆ Collecting information through Internet
- ◆ Increased and increasing use of LCD for seminars/workshops.

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

The following are the innovative learning resources and infrastructure adopted by the institution:

- ◆ Computerized library.
- ◆ Well equipped laboratory.
- ◆ Net access during the working hours.
- ◆ Updated new magazines and journals, newspapers.
- ◆ Audio – visual aids for teaching and learning.
- ◆ Multipurpose hall.
- ◆ Seminar hall.
- ◆ Chalk and talk to Interactive board.

Criterion V: Student Support and Progression



5.1 Student Progression:

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

The student's preparedness for the program begins right from the start when students come for inquiry for B.Ed. admission. The academic scores in the previous examinations are scrutinized; an informal interview is taken to find out the aptitude and interest of taking teaching as a profession.

Orientation programs are held for the selected candidates to acquaint them to the personal and professional qualities required for the successful completion of the course. Practice is given to enhance their content knowledge through their practice lessons and through group work done for preparing objectives, specification, micro teaching & pedagogical analysis.

Training workshops and practical sessions are conducted in microteaching skills, lesson planning, methods of teaching, and models of teaching, practice teaching, simulated lessons, and seminar in order to train the student teachers in the pre-requisite knowledge and skills of teaching. Regular feedback sessions are given to help the student teachers to refine and enhance their teaching ability. Lectures are organized on innovative methods of teaching, ICT, personality development and on other education related topics throughout the year. These are conducted by experts in the field and the college faculty.

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

The college makes all out efforts to nurture a learner-friendly environment to promote motivation, satisfaction, and development and performance improvement of the students. The students hail from different cultural backgrounds obliging the college to have an accommodative spirit and multi-culturist inclusive approach towards them. The college thus ensures the students set in the new environment well. In this, the genuine efforts are meeting with success.

- ❖ The process begins from the first day when orientation programme is conducted. To minimize difficulties of the new entrants, the college organizes interactive programme to provide opportunities to the students to understand each other for building interpersonal relations with peers and the faculty alike.
- ❖ On the orientation day the students come to know of different programs including curricular and co-curricular activities. Besides, they are familiarized with professional code of conduct and professional ethics of being a good teacher/human being. They come to realize that college is a zero-tolerance area for things like ragging, discrimination, parochialism, etc. They are extended friendship coupled with professional code and justice to all. With such type of care and concern available to the new entrants at the start of the session, the student teachers are made to adjust in the new environment of the college. Same type of care remains a permanent feature of the environment throughout the session.
- ❖ Guidance & counseling is an ongoing feature at the college. The principal and faculty provide it to from time to time, and as and when required. Special attention is paid to female students. The college has a mechanism to extend required help to them. It is noteworthy that the women students feel safe and secure during their stay in the college.
- ❖ The guidance cell which is headed by a senior faculty takes care of students' interests by providing various guidance services like

orientation programme for the fresh teacher trainees at the start of every new academic session. It also provides guidance regarding their practice-teaching, like what is expected from them, what they are supposed to do, how they are supposed to do, when they are supposed to do and where they are supposed to do various activities related to the teaching practice. The guidance is also provided to them by arranging seminars on the important topics.

- ◆ Students are encouraged to participate in the sport events(Indoor/Outdoor) held on the Campus. They take part in the Annual Sports Festival which has different indoor and outdoor games. The inter-house sports events keep them engaged at different points of times. In this way, college ensures physical and socio-professional development of the B.Ed. teacher trainees.
- ◆ Students are involved in cultural activities and various cultural and literary events which are organized as part of the training programme on the campus. These include Debate, Poem recitation, Extempore, Drawing & painting, Collage making, Rangoli, Dance, Skit, Inter-house cultural events organized by the college also include Song Competition, (Folk Songs, Group Song, Solo,etc.), Speech of distinguished personalities/leaders, Extempore, Poem recitation, Quiz, Debate, etc. to suit tastes of multiple description. The library services are provided rapidly to the newly admitted students. They are issued Identity cards which enabled them to borrow books. The college renders the placement, monitoring the progression services to the students for jobs (and higher education).
- ◆ The college placement cell works for ensuring recruitment of its students after the completion of the course. Many students of our last batch have got good placements in schools of the state.
- ◆ In order to ensure a lifelong bonding with the students, college have established Alumni Association to motivate them to participate in developmental activities. This facilitates an active relationship with the teaching community and to get feedback about the educational

program provided in the college and how better we can improve our educational process, practices and products.

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

Programs	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16
B.Ed.	06	04	06

Reasons of dropout

- Medical reasons
- Domestic reasons

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

After completing the B.Ed. course from college, a large number of our students got jobs in various private and government schools. As per our information, almost 50 % of our students from previous batches working as teachers in various govt. & private schools and colleges on regular / contractual/ temporary basis. About 30% of our students go for higher studies through regular and distance education courses. Mostly students go for Post Graduation in English, Hindi, Education, History and other related courses.

The institution provides a wide variety of learning experiences to the students to enable them to compete for the jobs and get progress in higher education. Guidance and counseling cell properly guides student teachers to choose right and appropriate course and profession after the B.Ed.

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

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

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

Yes. The institution provides training and access to library and other education related electronic information and resources to the students during the session as well as after graduating from the institution. Different timings are allotted to such as students so that the regular students of B.Ed. are not affected. Lasted news, Journals is made available to them in the Library.

Internet facility is also provided to the students after having been graduated from this institution.

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

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

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

There are some difficulties if the college arranges placement services:

- ◆ The ratio of art and science students is large these days so the science teacher are less available than art teacher.
- ◆ The session of the B.Ed. is started and ended little bit late for last few years and the session of the school do not match with.

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

The student teachers are allowed to do their practice teaching in Government & Government Aided schools. The best students are identified and encouraged to attend interviews in Private schools and also to attend the placement interviews of the concerned schools.

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

All required facilities can be provided i.e financial, human, ICT and others, if college starts its placement services.

5.2 Student Support:

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

The curricular, co-curricular and extracurricular programs are planned, evaluated from time to time to achieve the objective and effective implementation of the curriculum as under:

The academic calendar includes the date for celebration of different educational programs, co-curricular activities, extension lectures, important days' celebration and schedule of micro-teaching, megateaching, real-teaching house examination, convocation etc.

In the beginning of the session, two days orientation of pupil teachers with regard to the course and other activities is organized. The institution has a comprehensive teacher trainee programme (curricular and co-curricular) to promote interest for curricular and co-curricular activities among the student trainees.

For enhancing the capacity of the students to learn, assignments, projects, discussion, seminars, participatory teaching and peer teaching are used. Before the start of every session, staff meeting is held. In this meeting a review of the activities of the previous year is made. Keeping in view, the gaps and the priorities, a blue print of the calendar for new session is prepared, discussed and finalized in the meeting. projects, discussion, seminars, participatory teaching and peer teaching are used. Before the start of every session, staff meeting is held. In this meeting a review of the activities of the previous year is made. Keeping in view, the gaps and the priorities, a blue print of the calendar for new session is prepared, discussed and finalized in the meeting.

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

A very less no. of physically challenged students are admitted in the institution & they are provided facilities as per their requirements.

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

Yes, each staff member is given a group of 15 to 20 students. She/he look after the problems and issues of those students.

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

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students.

- ◆ The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.
- ◆ Being a Mentor Teacher is critical to the success of our practicum program.
- ◆ Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring.
- ◆ The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success. Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc. through which learning is made effective & efficient.
- ◆ There is provision for attending various faculty development programs. The college strives to enhance the facilities and

equipments so that the faculty doesnot face any difficulty in the performance of its assigned tasks

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

The institution has its own website www.kalawatitrust.org . It is self explanatory and gives all information about the institution details like faculty, infrastructure and other facilities. It also contains information about seminar, workshop, festival celebration, awards received, prize winners etc.

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

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

1. Providing extra time to such students.
2. Using more sophisticated teaching aids.
3. Encouraging student teachers to visit Library frequently.
4. Assigning them more practical and field work.
5. Organizing special class seminar for these students.

6. Providing necessary guidance for examinations & other works.
7. Providing such cordial environment in which they feel free to consult their concerned teacher.

5.2.7. What specific teaching strategies are adopted for teaching?

(a) Advanced Learners and (b) Slow Learners

Strategies adopted for advanced learners:

The advanced learners are given special assignments and opportunities to learn more through individual discussion beyond classes. Such learners are given case studies and action research that help to satisfy their quest for learning. They are also involved in institutional activities like conducting morning assembly, anchoring the programmes, etc.

Strategies adopted for slow learners:

The slow learners are given personal/remedial coaching, Peer group's learners are formed and they are given extra coaching, tutorials and assignments. Such students are encouraged to have discussion and solve problems. Remedial material is provided to slow learners. Personal and academic counseling is also done by faculty members from time to time to slow learners.

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

The various guidance and counseling services available to the students are as follows:

- ◆ **Tutorial groups:** Guidance is provided by the teacher educator to the group of students assigned to him/her. The tutorial group teacher is responsible for the overall performance of the student. In the tutorial problems faced by the student teachers are discussed and help is provided in finding solutions for the same. The tutorial group teacher guides students in their academic as well as personal problems.
- ◆ **Mentoring:** guidance is given on a one to one basis. Special counseling is given both at a professional and personal level.
- ◆ Career Guidance by placement cell.
- ◆ Personal guidance by faculty .

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

The minor grievances/problems are solved by faculty members or committee in-charge at their level through mutual cooperation and consent. For redressing the major grievances of students, Grievance Redressal Cell has been formed in the college with one Male and Female teacher in-charge. Any of the major grievances of students are heard by this cell and after mutual discussions and consent, the final solution is forwarded to the head of the college for approval.

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

The performance of student teacher at practice teaching is monitored by the in-charge of Practice Teaching.

The extension teacher educator in charge along with the Student Managers ensures the smooth conduction of activities relating to extension work.

The Library staff keeps track of the hours of study completed by each student teacher in the library. The Principal has made compulsory library reading for the student teacher to foster good study habits.

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

The college provides various guidance & counseling services to the student teachers. The services provided are given below:

- ◆ Guidance and counseling starts from the very first day the students enter the college. On their first day in the college's faculty members provide guidance about the matters concerning admission to the course.
- ◆ Guidance and counseling is provided about the selection of appropriate subjects. Student teachers are counseled about the practice teaching
- ◆ Counseling is provided on emotional and domestic issues and on inter personal relationship, and guided on maintenance of health of weak students, and on personal hygiene, etc.
- ◆ They are counseled and guided about the matters related to higher studies.
- ◆ Finally, student teachers get placement related services.

5.3 Student Activities:

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

(i) List the current office bearers

(ii) Give the year of the last election

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

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

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

Yes, the institution has Alumni Association. The Alumni Association is registered in the session i.e. 2013-14. Activities of the last two years conducted by the Alumni Association were:

- ◆ Placement of teachers,
- ◆ Cultural activities,
- ◆ Felicitating outstanding students.
- ◆ Inviting to demonstrate lessons
- ◆ Contribution of articles to College Magazine.

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

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

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

College magazine committee collects articles and other creative thing (Poems, Innovative ideas) to publish in college magazine.

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

The institution has a student council, the students are the members of different committees of the college and contribute their best efforts in development of the college.

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

To conduct various activities there are eleven committees in the council:

No.	Committee	Incharge	Students
1.	Sports	Prem praksh vijay	Jyoti Kumari
			Amit kumar
2.	Welcome	Indira kumari	Nitu Kumari
			Neelu kumari
3.	Prayer	Ruby kumari	Beauty
			Akansha
4.	Cultural	Rita kumari	Satya Naryan mehta
			Neelam
5.	Tours/Excursion	Ruby kumari	Amit kumar singh
			Shams Azam
6.	Grievance	Rajesh singh	Raman kumar mishra
			Neelam
7.	Research	Indira kumari	Nitu
			Akansha
8.	Workshop/Seminar	Rita kumari	Amit kumar singh
			Satya naryan mehta

9.	Language	Usha rani jaiswal	Beauty
			Ekta
10.	Student Welfare	Rajesh singh	Amit kumar
			Shams azam
11.	Women Development	Indira kumari	Nittu kumari
			Jyoti kumari

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

The data collected is utilized to improve upon the programs or to bring about necessary modifications wherever possible. During the staff meeting, the feedback is acted upon. The evaluation Performa is to be filled by students to give feedback about every teacher .Also a Suggestion Box is there in which the students can give suggestion in the form of a slip with or without revealing their identity. This encouraged free expression among students and obtained their invaluable feedback suggestions and ideas.

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

Feedback from the graduates and employers are collected to improve the preparation of the program and the growth and development of the college.

Graduates' suggestions:

- ◆ To conduct more internal examinations.
- ◆ Practice teaching may be arranged in nearby schools.
- ◆ In the Club activities the graduates' advice are taken into account.

Employer:

- ◆ Results improved.
- ◆ Placement and consultancy services are conducted.
- ◆ Extension and outreach program are conducted.

5.4 Best Practices in Student Support and Progression:

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

- ◆ Students are sent to the different fields to observe the things for their project work.
- ◆ The college gives special scholarships to the needy students.
- ◆ The old students of the college are invited for the membership in alumni association.
- ◆ The teacher provides guidance to the students regularly.
- ◆ The students of B.Ed. are selected as the members in different committees of the college.
- ◆ The students are motivated to carry the innovative activities.
- ◆ All possible funds are provided by the college to organize the activities.

Criterion VI: Governance and Leadership



Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership:

6.1.1. What is the institution's stated purpose, vision, mission and values?

Purpose

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

Vision

To stretch the radiance of knowledge in society by providing excellence teacher education.

Mission

To produce the dedicated service minded teachers in order to mold the children as responsible & enlightened citizens through innovative plans and designs of curriculum with a passion of excellence.

VALUES

- ◆ Contributing to National Development
- ◆ Fostering Global Competencies among students
- ◆ Inculcating a value system among students
- ◆ Promoting the use of technology
- ◆ Environmental sensitivity
- ◆ Democracy
- ◆ Humaneness in all dealings

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

The addressing needs of the society, the students it seek to serve, the school sector , traditions and value orientation are the parameters considered during mission and quality objectives in order to achieve Institution's vision. The college endeavors to impart liberal, modern & quality education, inculcating the sense of humanity, sprit of values, national integration, and democratic outlook to mold as a responsible personality.

Goals and Objectives

- 1.To achieve 100% pass out in this academic year for the university Examination.
2. To achieve 75% distinction in this academic year for the Exam..
3. To attend a minimum of 1 seminar /workshop by students in every academic year.
4. To initiate PhD/MPhil programme by one or two teacher as a career enhancement.
5. To invest a minimum of 15 hours /month in Library by each teacher educator.
6. To publish one paper in educational journal for this academic year.
7. To attend one international level seminar by few staff members in this academic year
8. To place 50% of the students through campus selection as teachers in this academic year
9. To get NAAC Accreditation during the academic year.

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

There is continuous monitoring of the activities of the institution by the management. The management board reviews all activities and for this a report has to be submitted by the Principal. He gives total freedom to the student-teachers and for that matter any member of the organization to approach him for addressing any grievances and help.

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

Regular meetings of members of governing body and staff of the college are held at regular intervals to ensure the proper communication. The minutes of the meetings are circulated to all staff members, so that they can realize/evaluate their role in college. The decisions of the last meeting are presented in the next meeting to analyze the improvements in last issues and to prepare the plans for future.

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

The meetings of the staff council provide are the common platform to the management and the faculty members. The valuable suggestions furthered by the management, are taken into consideration during the planning of agenda

of the meetings and then the decisions are taken and review of various activities is made. The proceedings of the staff council meetings and meetings of various committees are forwarded to the management. By this the valid information is available for the management to review the activities of the institution. The management also gets the valid information through personal contacts with the faculty member, student-teachers and their parents and community members during institutional functions and various extension activities.

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

The fulfillment of the vision,, mission and goals is always engulfed with the barriers. The institution has to identify the barriers in order to overcome them for the quality improvement, enhancement and sustenance.

The mechanism adopted by the institution is:-

The Principal constitutes a STEERING committee. This body is entrusted the job of identifying the barriers on Organizational and Administrative aspects and reporting them to the Principal. The Principal, then, sorted them out and fixed the priorities. Each member of the committee is requested to find out the solution to remove the barriers. While doing so the accountability is fixed. The head of the institution uses his good offices to make the top management a share in the removal of the barriers.

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

No organization can work smoothly without the support and co-operation of the people working in the organization. The teacher educators, support staff and the office staff have to put in their best so that the institution functions smoothly. The management encourages the staff for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- ❖ All the teacher educators are involved in the different activities organized by the institution.
- ❖ Teacher educators are involved in admission procedure, quality management and maintenance, inspection of different facilities.
- ❖ Teacher-educators are in-charge of the various portfolios.
- ❖ The institution encourages and deputed teacher educators to attend seminars, workshops, refresher courses, training programs and present papers at local, national and international levels.
- ❖ The institution encourages the teacher educators to study further and also to complete their doctorate degrees. The society has also initiated the Best Teachers Award
- ❖ Good work done is appreciated by the Principal in the staff meetings and a report is given confidentially to higher management. The management also acknowledges the work and support given by every individual member of the staff.
- ❖ The office staff and the support staff are given importance by felicitating them in the formal gathering of the college .

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

The success of an organization depends on how effectively the head of the organization has lead and guided the organization. The institution has risen to greater heights under the able and humane leadership and guidance of the Principal. The principal has constantly sought support and encouragement

from the Management board. The entire curricular as well as co-curricular activities are organized under the governance of the Principal. Some of the adopted strategies for facilitating the course are follows:

- ◆ The Principal in concurrence makes decisions regarding the papers that will be taught by the teacher-educators.
- ◆ Decisions are made regarding major portfolios to be handled by the teacher-educators.
- ◆ Specific targets are set for various portfolios and task on time and time on task is the philosophy adopted by the Principal.
- ◆ To monitor the progress of work done in each portfolio, meetings are held with all the teacher educators. Opportunities are given to share problems faced by the teacher educators in executing tasks assigned. The problems are discussed and solutions are sought through brainstorming.
- ◆ Total freedom is given to approach the Principal when the teacher-educator is faced with any problems with respect to the execution of the portfolios.
- ◆ The respective portfolio teacher educator's in-charge plan activities and discusses it with the Principal to bring about the suitable changes (if any). Implementation of the plan takes place only after getting the consent of the Principal.
- ◆ The Principal acts as a link between the teacher educators and the management. Any financial help, sharing of infrastructure and other help from the management is sought through the Principal.
- ◆ Principal's encouraging attitude and progressive mindedness has helped not only the institute but also the teacher educators and student teachers.
- ◆ The humane and understanding approach of the principal makes it easy to carry out various portfolios smoothly.

6.2 Organizational Arrangements:

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

Various committees were formed in the year 2014 – 2015 for managing the activities of the college:

Governing Body:

- ◆ Over all meeting of the college was conducted
- ◆ Discussion and suggestion for B.Ed., admission for the academic year
- ◆ Student approval of B.Ed. in the university
- ◆ Proposal for NAAC Accreditation 2016 – 2017
- ◆ Approval of budget planning and recruitment of staff

Staff Council:

- ◆ Framing of various committees
- ◆ Preparation of time table and calendar for the academic year
- ◆ Allotment of subject
- ◆ Preparation of budget for the year

Academic Administration

- ◆ Interview for new section of staff
- ◆ Orientation for the new staff, about syllabus and the procedure for microteaching, teaching Practice, etc.
- ◆ Action plan for the academic year
- ◆ Committee formation and selection of committee members
- ◆ Committee meeting for organizing Field Trip

Internal Quality Assurance Cell

- ◆ Total quality management and the enhancement of quality.
- ◆ Performance appraisal of various departments

Examination Cell

- ◆ To look into all affairs related to examinations.
- ◆ Plan for examination dates
- ◆ Question paper preparation
- ◆ Syllabus coverage
- ◆ Preparation of University Internal and External Examination

Academic Council

- ◆ Admission procedure, course outline
- ◆ Bridge course, microteaching
- ◆ Assignment plan, observation, lesson plan particulars
- ◆ Permission from schools for teaching practice
- ◆ Preparation of students for writing various records

Grievance and Redressal Committee

- ◆ To look at the grievances of the students and to redress the same

Placement and Training Cell

- ◆ To give career counseling, academic counseling and conduct training programs pertaining to job opportunities for students.
- ◆ To intimate the students on the job opportunities advertised in the news paper.

Alumni Association

- ◆ To motivate them for professional and personal excellence.

Library Advisory Committee

- ◆ To take care of all activities related to effective functioning and using of the library.

Research Committee

- ◆ To facilitate and monitor research activities.

Cultural and Sports Committee

- ◆ To encourage extracurricular activities.

Assembly Committee

- ◆ To instill faith in God and values.

Social Activity Committee

- ◆ To Create Social Awareness and to initiate social welfare activities.

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

The college has established advisory and management boards.

Organizational Structure

President & Managing Trusty: Nitish Singh

Vice President: -----

Secretary: Kalawati Singh

Members: Dr. Madan Murari, Dr. Rakesh Singh

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

Major decision such as administrative & related to the university & other statutory authorities are taken by the principal, with the help of senior faculty members. Faculty members are assigned work in different committees which look after the functioning specially related to that particular committee. Office superintended (accountant) & other administrative staff looks after the office administration under the guidance of the principal. Librarian is responsible for procurement and custody of books, journals & their issues & other management of the library. Library committee helps in its functioning. There is a mechanism of continuous interaction, feedback and co-ordinate meeting of staff council for this purpose.

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

The College collaborates with the schools, which are selected for teaching practice. The Principals of the schools give feedback to the concerned In-charge of Practice teaching, regarding student – teachers’ performance and In-charge of Practice teaching give suggestions to student teachers to improve their teaching. Besides it the college which organizes science and social science exhibition in the concerned schools, where the student teachers go for teaching practice our trainees offer cooperation. The College also provides models, charts and required teaching material to the concerned schools.

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

Yes, the institution collects the feedback from students, alumni, teacher educators for finding its strengths and drawbacks of the institution. With the

feedback obtained from the various feedback forms the information is collected regularly and shared with teacher educators and the management. The Principal and the management take the necessary action to improve its processes and functioning.

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

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

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

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

6.3 Strategy Development and Deployment:

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

Yes, the institution has an MIS (Management Information System) in place to select, collect, align and integrate data and information on academic and administrative aspects of the college. The feedbacks from the students regarding academic and administrative aspects of the institution are used as the information resources.

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

The college has constituted different committees to analyze the progress in the direction of the set objectives. Feedback is kept regularly from the parents, students and other visiting students of teachers in the college. This feedback helps the college in planning and allocating the resources for accomplishment and sustaining the changes resulting from the action plans.

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

The allocated Financial & Human resources are planned and utilized for the implementation of the mission & goals. The Financial commitments are fulfilled through Liberal budget allocations and the distribution is made as per the significance of the Head in the Budget the Human resources are obtained from within and from the market. Keeping in view the mission & goals the resources at hand are planned with a system so as to get the maximum utilization & benefit.

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

- ◆ Practice teaching schedule is prepared in consultation with the Principals of the schools.
- ◆ The school faculties are involved in planning about allocation of classes to pupil teachers and its smooth conduct thereof.
- ◆ Time table in charge of respective schools are actively involved in the process.
- ◆ Teaching practice schools are also invited to take the teaching aids for use in the schools according to their needs.

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

To assure individual employee's contribution for institutional development, the objectives of the institution are communicated to them through following ways:

- ◆ Academic calendar of the institution is planned and prepared by the staff and approved by the Principal.
- ◆ The college meets the requirement given by respective teachers for development of the institution.
- ◆ Staff meetings are held at regular intervals to discuss the institutional development.
- ◆ Circulars by the management and principal.

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

To check the frequency the college obtains the feedback from students, teachers and parents. The school's principals and staff members are also asked to assess the quality of the programs hold by the college in the schools. The college plans each and every activity to get maximum success. At regular intervals the activities are assessed by the college to monitor the vision and mission of the college.

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

We plan and deploy new technology in the following ways:-

- ◆ The institution is well aware of and uses innovative teaching methods such as cooperative learning, self-study, various models of teaching, seminars, workshops, tutorial, etc. The teacher-educators also train student-teachers to use these methods through seminars, workshops and simulated teaching.
- ◆ The student-teachers are trained to use the computer by providing them basic skills to use the computer through lectures and practical. The student-teachers are allowed to use the OHP and the LCD projector while doing seminar presentations. It enables the students to enter into world of e-learning and self-learning.
- ◆ Teacher educators use adopting innovative methods and multimedia approach by using the LCD projector in the day to day lectures and activities in the institution.
- ◆ Institution has provided open access library facility to students

6.4 Human Resource Management:

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

Faculty is given self appraisal form, peer appraisal form and finally the principal's comment helps in identification. Performance of the staff member is shown in the management review, helps in identifying the faculty's development and needs. The principal arranges development programs for the staff members. Principal recommends staff members to attend workshop and seminar that are fully sponsored by the management.

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

The following mechanisms are followed by the college for performance assessment of the faculty:

- ◆ Self appraisal method.
- ◆ Evaluations by the students.
- ◆ Feedback by the colleagues.
- ◆ The feedback from above methods is given to teachers to improve their performance.
- ◆ The teachers are motivated to carry research work. They are free to attend the seminars, conferences and workshops at national and international level.

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

- ◆ Teachers are provided with internet access facility and consultancy from the director principal.
- ◆ They are motivated and sponsored to attend the seminars, workshops and various conferences organized by other institutions.
- ◆ In previous session, teachers of this college were given necessary computer skills used for teaching.
- ◆ Various curricular and co-curricular events are organized in the institution, where faculty members learn the organizing and managerial skills also.
- ◆ Transport facility is provided for the staff and a good salary is also provided.

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

Yes, the college organizes regularly the developmental program for the staff.

- ◆ Basics of computer training for non teaching staff.
- ◆ Training program for maintaining account to non teaching staff.
- ◆ English communication skill development for teacher educators.
- ◆ Educational technology and internet development program for teacher educators.
- ◆ Workshop for up grading their skill.

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

The college follows the norms and conditions of state government, UGC and NCTE for recruitment of the staff (teaching and non-teaching). The salary structure and service conditions are as same as of government.

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

The Adhoc staff is recruited by the management on its own conditions and the salary is also decided by the management. Some employees are on regular basis on management terms and conditions.

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

The management is very serious about the development & empowerment of the faculty & other staff. The members of the staff, quite free from any financial encumbrance and mental strain, are sent to attend the seminars, symposiums, workshops etc., as & when they are called for. They are also motivated to become member of Regional/ National/International body/ies and the management them to the maximum. It is a declared policy that the total expenses will be reimbursed to them by the management, if they do some Action research on any problem relating to their curriculum/ program or for quality improvement & enhancement. The budget allocation for the staff development and quality improvement is no problem.

6.4.8. What are the physical facilities provided to faculty?

Institution has well-furnished staff room with proper seating arrangement, well-furnished principal office, college office with all necessary amenities, completely equipped laboratories, classrooms and well stocked library are

provided to facilitate the faculty members for imparting their duties. Seminar room with all the facilities for organizing seminars is provided.

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

Faculty members get information from the principal through circulars. College has provision of SMS group and suggestion box where stakeholders from time to time can give their suggestions and get information regarding institution. Stakeholders get information through newsletters published by the institution, through website and brochure.

6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The faculty is allotted the working periods as per University norms. There is no compulsion on the faculty for doing work in Extra hours regularly. Only in the emergent situation they are requested to stay after the working hours. But they are regularly requested to make rapport with the schools and community, and to make research in their field for quality improvement.

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

The institution has a plan to motivate the staff and faculty through reward either in cash or kind. The best and most effective teacher, as observed and reported, is Honored in the Annual function of the institution. The management have a plan to grant extra increment also, if the involvement of the member in the institutional processes and its quality improvement is found OUTSTANDING.

6.5 Financial Management and Resource Mobilization:

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

The College is under self-financed scheme thus, it does not get any financial support from the government.

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

No donation.

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

No, institution does not get any financial help from any source. In case of deficit, the parent society fulfills all the requirements of funds for the institution.

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

Only tuition fees from the students are budgetary resource to fulfill the mission & offer quality programs. The institution is in deficit from few years.

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

The accounts of the institution are audited regularly by way of internal audit by a chartered Accountant, every year. These are no pending audit paras or objections raised by Auditor during last two years.

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

Yes, Latest accounting software package and MS Excel are used for the accounting process. All the salary and other details of the individual members are computerized.

6.6 Best practices in Governance and Leadership:

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

All functions and organization are carried out through small committee which is headed by the staff members convener and convener working under a coordinator. Coordinator is guided by the principal. Governing bodies function freely. Self appraisal report submitted by the staff is evaluated. Students' evaluation on teachers is considered. The prospectus contains all the details of the college. Suggestion box suggests suggestion. Workshop and training program is organized for the teachers.

Criterion VII: Innovative Practices



Criterion VII: Innovative Practice

7.1 Internal Quality Assurance System:

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

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

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

Evaluation criteria for each goals and objectives are established. The criteria are monitored periodically by the Governing body and actions are taken according to the deviations. The feedback from stakeholders, result analysis, self- appraisal, management appraisal, complaints/suggestions, legal compliances are the inputs to the evaluation of goals and objectives.

7.1.3. How does the institution ensure the quality of its academic programs?

The institution ensures the quality of its academic programs through developments and application of quality benchmarks for the various academic and administrative activities of the institution.

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

Monthly meeting is held by the management and the governing bodies set the things right. The Principal monitors and acts as bridge between management and staff members. Staff members in turn act as a link between students and the Principal. Feedback is collected from the students and the staff members. Document growth and progression of the students is assessed throughout the education period. Self appraisal report is submitted by the staff members. Faculties contribute their valuable skills and ability through participating in academic activity. Career advancement of teachers is directly correlated with performance appraisal. All the resources are utilized to the maximum. Students are made to involve in all activities of the college. Student's feedback of course content is received every year. Student's election is conducted. Defects are rectified from the student's evaluation report.

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

Meetings are organized periodically to identify and share good practices with all the constituents of the institution. The institution has constituted some committees consisting of teachers, management members and student representatives to critically evaluate the growth and efficiency of the institution and its stakeholders. Student-teachers participations are also encouraged especially in academic and administrative matters.

7.2 Inclusive Practices:

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

As per the national policy on education, all students irrespective of caste, community, creed, location, sex have to access education of a comparable quality. The awareness of the requirements of national educational policy is imparted through work- shops during orientation programme to the academic community as a part of curriculum.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

Education, these days, has become the focus of attention for all. Thus, there is a dire need of an Educational plan/system that could train the citizens for Human rights/duties, Peace and Democracy and prepare them for Global world as well.

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The academic plan is framed to foster the values through orientation programme, micro teaching, practice teaching, work-shops, seminars, guest

lecturing, special lectures, outreach programs, celebrations and special camps. The focus of these programs mainly how to mold a responsible teacher educator by active engagement in activities and self-motivation.

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

The college has devised ways and practices for ensuring that the student teachers develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities. The approach is based on teaching, preaching and practice.

- ◆ Student teachers are engaged in talks, debates and lectures on value education, equity, equality and social justice.
- ◆ They are engaged in thematic co-curricular activities that promote social values.
- ◆ Equal opportunities for students in social activities provides exposure to them to the real society they are to face in future.
- ◆ Students of diverse background are engaged in project work of multiple description.
- ◆ Student teachers are trained in the dynamic of accepting challenges emanating from diversities in views and socio-economic status. Participation in cultural activities, debates and discussions provides the opportunity.
- ◆ Student teachers are required to participate in the trans-community festivals and participate in talks and discussions on prominent personalities hailing from different socio-economic cultural backgrounds.
- ◆ During the course of simulated teaching and practice teaching they are required to practice competencies for creating cordial atmosphere

between the peer groups. Since they have to deal with a composite populace of colleagues and students, they acquire grounding in the ways of working with children from diverse backgrounds and exceptionalities.

- ◆ Students are enabled to come down to the level of children in classroom interaction.
- ◆ Attempt is made to inculcate missionary attitude and zeal. They are prepared to adopt judicious approach. They are prepared to be free from all differences emanate from caste, class, creed and religion.
- ◆ Above all, students are made to understand that variety is rooted in and demonstrated by the nature of creation. This is an asset. Beauty lies in variety. Respect and protect it. Collectively, all the above mentioned competencies and skills are promoted amongst the pupil teachers at different stages and through different activities.

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

The college pays special attention on the needs of the physically challenged and differently able students enrolled in the institution. They are given special scholarships and other types of helps to make their needs fulfill. College has constructed a ramp in the college so that challenged student can go to first floor easily.

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

The majority of the B.Ed. students are female category. Adequate facilities and provisions are provided for their privacy. Any issues related women are routed through mentor to the Grievance redresses cell and appropriate actions are

taken. The involvement of Governing Council, the ultimate authority of the Institution is ensured for the grievance and its actions. The necessary guidelines are provided during the orientation program and celebrate the women day/mother's day every year with different programs including debates and honoring women achievers in the institution. As our college is a training institute for molding the student teachers for the teaching profession which is the noblest profession, we are not facing any gender sensitive issues.

7.3 Stakeholder Relationships:

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

All the stakeholders with positive & constructive views are FREE to attend and share the activities and programs of the Training college. They are also informed of the organizational performance through circulars and brief notes. The academic and administrative issues are discussed time to time with them and their valuable suggestions are invited, kept in mind and implemented as and when the situation warrants.

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

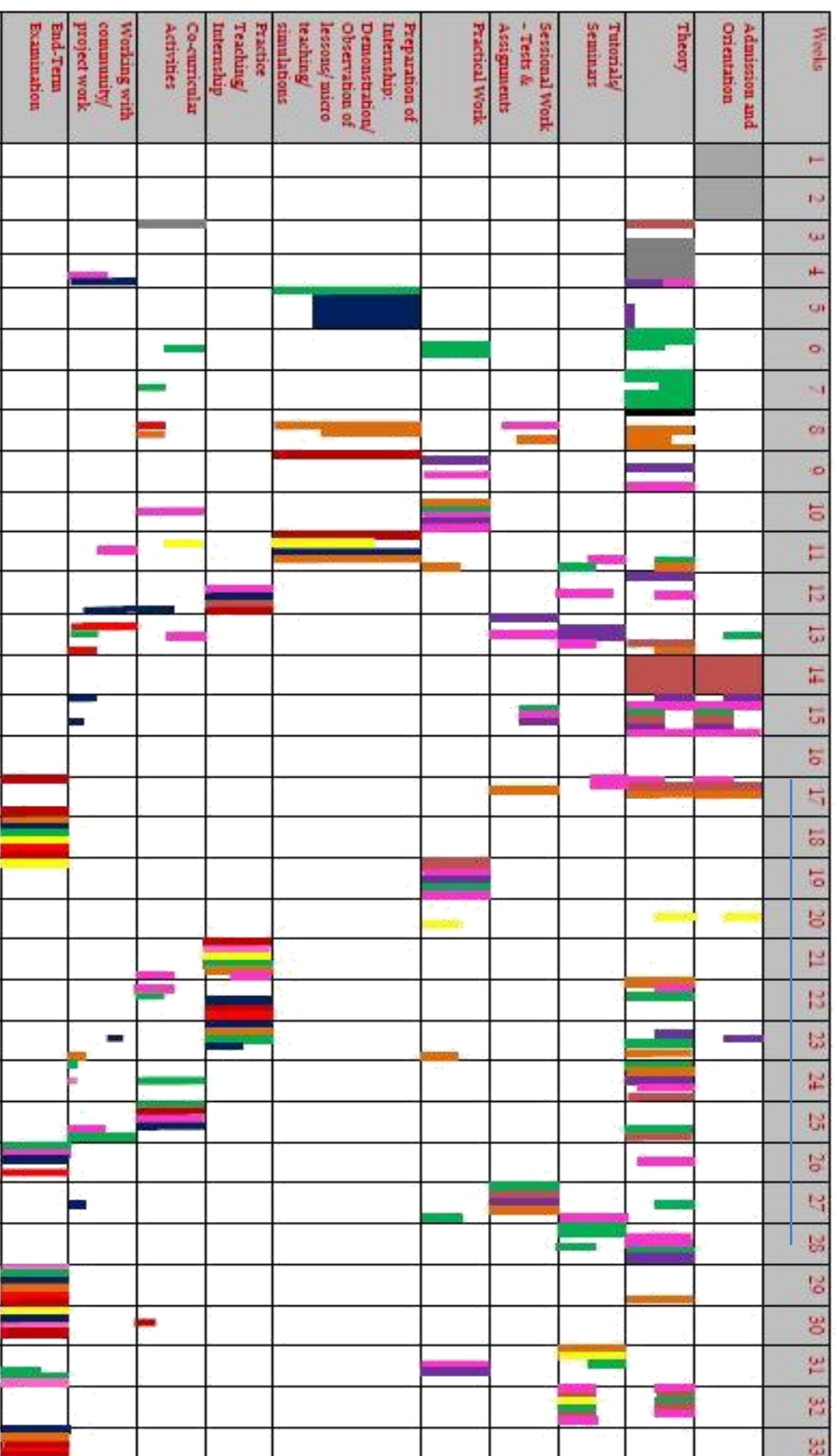
The institute keeps in touch with its stake holders regularly. College tries to make strong relationship with the society by arranging meetings. The principal and staff members analyze the data collected from feedback and exam results and then discuss the things with concerned committee.

7.3.3. 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?

There are many feedback mechanisms followed:

- ◆ Parents, teachers meetings are held yearly once.
- ◆ In the preparation of student association meets many feed backs were heard over and rectified.
- ◆ Suggestion box helps to overcome the problem.
- ◆ All the grievances are heard from the students and solved by the grievance cell.
- ◆ Major problems are dealt in the meeting within the principals and managements and discussed about the ways to solve the problems and finally policy decision is made.

Mapping of Academic Activities of the Institution



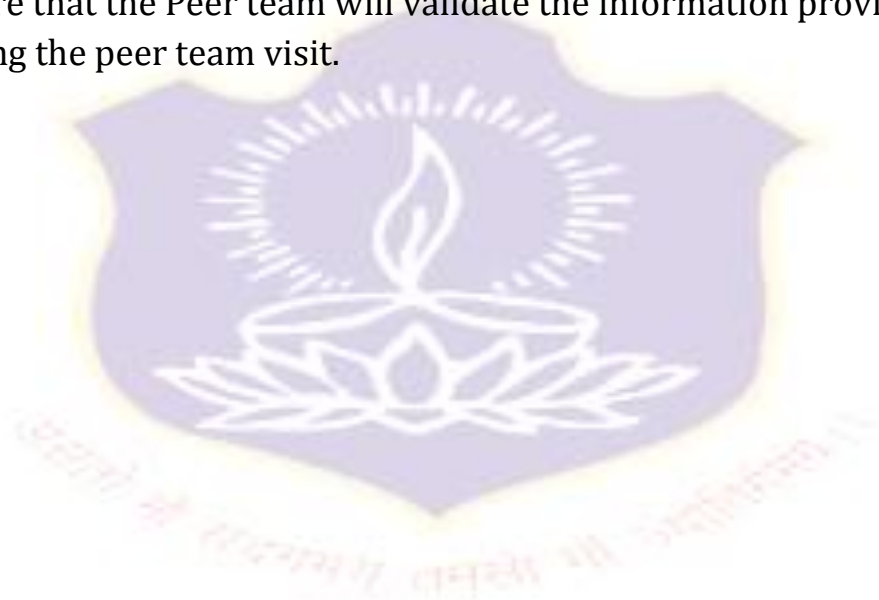
K.S COLLEGE OF PROFESSIONAL EDUCATION

Declaration by the Head of the Institution

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

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.



Signature of the Head of the institution with seal:

Place:

Date

Certificate of Compliance

(Affiliated Institutions)

This is to certify that **K.S COLLEGE OF PROFESSIONAL EDUCATION, PATNA fulfils** all norms:

1. Stipulated by the affiliating University: **MAGADH UNIVERSIRY, BODHGAYA.**

2. Regulatory Council/Body - **NCTE, Bhubneshwar**

3. The affiliation and recognition [if applicable] is valid as on date. Yes

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website. :

Principal of the Institution

Hard copy will have sign and seal
(Name and Signature with Office seal)

Date

Place: PATNA

APPENDICES



N.C.T.E Approvals

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education

Eastern Regional Committee

(A Statutory Body of the Govt. of India)

15, Neelakantha Nagar, Nayapalli, Bhubaneswar-751012

Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

ERC/7-129.6(I).10/NCTE/B.Ed/2012/ 12115

14 June, 2012

Order

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 K.S. College of Professional Education, Plot No.821, 830, 831, Vill-Neora, Danapur, PO-Neora, Tehsil/Taluka-Bihta, Town/City-Danapur, State - Bihar-801113 has submitted an application (Code No. ERCAPP247) to the Eastern Regional Committee of NCTE for grant of recognition for conducting B.Ed Course with an annual intake of 100 (one hundred) by online on (mm/dd/yyyy) 10/28/2009 and hard copy of application submitted on (mm/dd/yyyy) 10/30/2009.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society, fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education (B.Ed) programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Eastern Regional Committee hereby grants recognition to K.S. College of Professional Education, Plot No.821, 830, 831, Vill-Neora, Danapur, PO-Neora, Tehsil/Taluka-Bihta, Town/City-Danapur, State - Bihar-801113 for conducting B.Ed. Course of Secondary (level) of one year duration with an annual intake of 100 (one hundred) from the academic session 2012-2013 under clause 7(11) of NCTE (Recognition Norms & Procedure) Regulations, 2009.

4. The recognition is subject to fulfillment of the following:

- (i) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- (ii) The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2009.
- (iii) The institution shall ensure that the required number of academic staff for conducting the course is always in position.
- (iv) All such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc, as applicable.

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- (v) The institution shall submit the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.
 - (vi) The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-
 - a. Copy of the Application Form
 - b. Land and Building Particulars
 - c. Staff Profile
 - d. Recognition letter
 - e. Information for having fulfilled the norms & standard and other required conditions.
5. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as under the provisions of Section 17(1) of the NCTE Act.
6. Further, if the institution is not satisfied by the order, they can prefer an appeal under Section 18 of the NCTE Act in the "Online mode" available on NCTE's website www.ncte-india.org within 60 days of the issue of the order.


Regional Director

Encl: As above

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

C.C.

1. The Secretary/Correspondent/Principal, K.S. College of Professional Education, Run by: "Kalawati Trust", Plot No.821, 830, 831, Vill-Neora, Danapur, PO-Neora, Tehsil/Taluka-Bihra, Town/City-Danapur, State - Bihar-801113.
2. The Commissioner-cum-Secretary, Primary, Secondary & Higher Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar- 800 015.
3. The Registrar, Magadh University, Bodh Gaya, Bihar - 824 234.
4. The Director, Department of Secondary Education, Govt of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar - 800 015.
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi - 110001.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadur Shah Zafar Marg, New Delhi-110 002.
7. Office Order file./ Institution file.


Regional Director

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education
Eastern Regional Committee
(A Statutory Body of the Govt. of India)
15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012
Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

F. ERC/NCTE/ERCAPP247/B.Ed.(Revised Order)/2015/31928

Date: 23/05/201

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution viz. **K.S. College of Professional Education, Plot No. 821, 830, 831, Vill- Neora, Danapur, Po- Neora, Tehsil/Taluka- Bihta, Town/City- Danapur, Dist - Patna, Bihar- 801113** was granted recognition as per Regulations 2009 for conduct of B.Ed. course of **One year** duration with an annual intake of **100** from the academic session **2012-2013** vide ERC order No. **ERC/7-129.6(I).10/NCTE/B.Ed./2012/12115** dated **14.06.2012**.

3. AND WHEREAS, the institution viz. **K.S. College of Professional Education, Plot No. 821, 830, 831, Vill- Neora, Danapur, Po- Neora, Tehsil/Taluka- Bihta, Town/City- Danapur, Dist - Patna, Bihar- 801113** has by affidavit dated 06.02.2015 consented to come under New Regulations 2014 and sought for two basic units in B.Ed. course, which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to fulfill following conditions namely,

- (i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.

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- (iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to **K.S. College of Professional Education, Plot No. 821, 830, 831, Vill- Neora, Danapur, Po- Neora, Tehsil/Taluka- Bihla, Town/City- Danapur, Dist - Patna, Bihar- 801113** for conducting B.Ed. Programme of **two years** duration with an annual intake of **100** for **two basic units of 50 students each** from the academic session **2015-2016** subject to fulfillment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.:-
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, If it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.




P.T.O.

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If the institution Contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order,


Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054

To

 The Principal
K.S. College of Professional Education,
Plot No. 821, 830, 831, Vill- Neora, Danapur, Po- Neora,
Tehsil/Taluka- Bihta, Town/City- Danapur,
Dist - Patna, Bihar- 801113

Copy to:

1. The Secretary, Kalawati Trust, Plot No. 34, Street/Road- Kasturba Pain, Po.- Patliputra, Tehsil/Taluka- North Sri Krishna Puri, Town/City- Patna, Dist- Patna, Bihar - 800013
2. The Commissioner-cum-Secretary, Primary, Secondary & Higher Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
3. The Registrar, Magadh University, Bodh Gaya, Bihar-824234
4. The Director, Department of Secondary Education, Govt. of Bihar, New Secretariat, Vikas Bhawan, Patna, Bihar-800015.
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi -110001.
6. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi- 110002.
7. Office Order file/ Institution file



Regional Director

University affiliation & continuance certificate



मगध विश्वविद्यालय, बोधगया

पत्रांक: 5237/GHFA/B.Ed./.....

दिनांक 2013

सेवा में

निदेशक,
(शोध एवं प्रशिक्षण)
प्राथमिक, माध्यमिक एवं जनशिक्षा विभाग,
बिहार सरकार,
पटना।

विषय :- के०एस० कॉलेज ऑफ प्रोफेशनल एड्युकेशन, नैऊरा, दानापुर, पटना में एक वर्षीय बी०एड० पाठ्यक्रम में छत्र संवर्धन के संबंध में।

महाशय,

उपरोक्त विषय के संबंध में निदेशानुसार सूचित करना है कि एन सी टी ई के पत्रांक ERC/7-12P-6(1110) NCTE/B.Ed./2012/12115, दिनांक 14 जून 2012 द्वारा रेकीकृत की गई मान्यता एवं मगध विश्वविद्यालय, बोधगया के अधिव्यक्त की बैठक दिनांक 03/03/2013 के मद्र संख्या 12 पर पारित प्रस्ताव को आलोचक में के०एस० कॉलेज ऑफ प्रोफेशनल एड्युकेशन, नैऊरा, दानापुर, पटना में एक वर्षीय बी०एड० पाठ्यक्रम में एन सी टी ई द्वारा निर्धारित 100 (एक सौ) नामांकन सीटों के साथ सत्र 2012-13 से एन सी टी ई की मान्यता जारी रहते तक संवर्धन स्वीकृत किया जा रहा है, मसलत समय-समय पर कॉलेज के गुणवत्ता की जाँच एक उच्च स्तरीय समिति से कराया जाता रहेगा।

अतः अनुरोध है कि अधिव्यक्त द्वारा पारित प्रस्ताव पर अधिनियम की धारा 21 (d) के तहत राज्य सरकार का अनुमोदन प्राप्त कर सूचित करने की कृपा की जाय।

विश्वासभाजन

हस्ता-

कुलसचिव

मगध विश्वविद्यालय, बोधगया।

पत्रांक संख्या 5237/GHFA/B.Ed./327/6/13

दिनांक 14/8/13

प्रतिलिपि निम्नलिखित को सूचना एवं आवश्यक कार्रवाई हेतु प्रेषित :-

- सचिव/प्रधानाचार्य, के०एस० कॉलेज ऑफ प्रोफेशनल एड्युकेशन, नैऊरा, शिवात्स मोड़ के निकट, दानापुर, पटना 801113
- परिक्षा नियंत्रक, मगध विश्वविद्यालय, बोधगया।
- सहायक कुलसचिव, पजीयन शाखा, मगध विश्वविद्यालय, बोधगया।
- मोडेल पराधिकारी, मगध विश्वविद्यालय, बोधगया।
- राष्ट्रीय निदेशक, राष्ट्रीय अधीनस्थ शिक्षा परिषद, पूर्व क्षेत्रीय समिति, 15, नीलकण्ठ नगर, नया पत्नी, भुवनेश्वर - 751012

कुलसचिव

मगध विश्वविद्यालय, बोधगया।



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मगध विश्वविद्यालय, बोधगया

अधिषद की बैठक दिनांक 03.03.2013 का कार्यवृत्त

मद संख्या 12 में डॉ. आर.पी. सिंह, अधिषद सदस्य, अधिषद की ओर से प्रस्ताव रखता हूँ कि अधिषद प्रस्तावित के.एस. कॉलेज ऑफ प्रोफेशनल एज्युकेशन, नेउरा, पटना में N.C.T.E. द्वारा स्वीकृत नामांकन सीटों के साथ सत्र 2012-13 से एक वर्षीय बी.एड. पाठ्यक्रम में N.C.T.E. की मान्यता जारी रहने तक नव सम्बन्धन का प्रस्ताव राज्य सरकार के अनुमोदन हेतु पारित करें।

निर्णय: ध्वनिमत से प्रस्ताव पारित।

D:\Rajul\Meetings\Senate Meeting\Senate 2013 Proceedings Abstract.doc

Page 6 of 50

21/3/13
प्र.पदा

26.04.13
प्र.पदा (निर्णय)

20.4
अध्यापक



TIME TABLE

K.S COLLEGE OF PROFESSIONAL EDUCATION

Time Day	10:00 am- 10:50 am	10:50 am -11:40 am	11:40 am -12:30 pm	12:30 pm - 1:20 pm	1:20 pm -2:00 pm	2:00 pm - 2:50 pm	2:50 pm- 3:40 pm	3:40 pm - 4:30 pm
MO N	COURS E 1	COURS E 2	COURSE 3	COURS E 4	LUNC H	COURS E5	COURS E7	LAB
TUE	COURS E 1	COURS E 2	COURSE 3	COURS E 4	LUNC H	COURS E5	COURS E7	LAB
WE D	COURS E 1	COURS E 2	COURSE 3	COURS E 4	LUNC H	COURS E 5	COURS E7	COURS E 5
THU	COURS E 1	COURS E 2	COURSE 3	COURS E 4	LUNC H	COURS E5	COURS E7	COURS E 5
FRI	COURS E 8	COURS E 9	COURS E 10	COURS E 5	LUNC H	COURS E6	COURS E7	SEMINA R
SAT	COURS E 8	COURS E 9	COURSE 10	COURS E 5	LUNC H	COURS E6	COURS E7	SEMINA R

TIME-TABLE (2013-2014)

COURSE 1(Education and society), COURSE 2(Education Measurement and Evaluation),COURSE 3(Educational Psychology, Personality and Creative skill development), COURSE 4(Application of computer in education and development of communicative skill), Course 5(Women Education).COURSE 6(School Organization), COURSE7,(Pedagogy of school subject), COURSE 8(Practical Teaching),Course 9(Craft work and extra mural activity). Course 10(Sessional work)

Time Day	10:00 am- 10:50 am	10:50 am -11:40 am	11:40 am -12:30 pm	12:30 pm - 1:20 pm	1:20 pm -2:00 pm	2:00 pm - 2:50 pm	2:50 pm- 3:40 pm	3:40 pm - 4:30 pm
MO N	COURS E 1	COURSE 2	COURSE 3	COURS E 4	LUNC H	COURS E5	COURS E7	LAB
TUE	COURS E 1	COURSE 2	COURSE 3	COURS E 4	LUNC H	COURS E5	COURS E7	LAB
WE D	COURS E 1	COURSE 2	COURSE 3	COURS E 4	LUNC H	COURS E 5	COURS E7	COURS E 5
THU	COURS E 1	COURSE 2	COURSE 3	COURS E 4	LUNC H	COURS E5	COURS E7	COURS E 5
FRI	COURS E 8	COURSE 9	COURS E 10	COURS E 5	LUNC H	COURS E6	COURS E7	SEMINA R
SAT	COURS E 8	COURSE 9	COURSE 10	COURS E 5	LUNC H	COURS E6	COURS E7	SEMINA R

K.S COLLEGE OF PROFESSIONAL EDUCATION

TIME-TABLE (2013-2014)

K.S COLLEGE OF PROFESSIONAL EDUCATION

	10:00 am- 10:50 am	10:50 am -11:40 am	11:40 am -12:30 pm	12:30 pm – 1:20 pm	1:20 pm -2:00 pm	2:00 pm - 2:50 pm	2:50 pm- 3:40 pm	3:40 pm -4:30 pm
MO N	COURSE 1	COURSE 2	COURSE 3	COURS E 4	LUNC H	COURS E5	COURS E7	LAB
TUE	COURSE 1	COURSE 2	COURSE 3	COURS E 4	LUNC H	COURS E5	COURS E7	LAB
WE D	COURSE 1	COURSE 2	COURSE 3	COURS E 4	LUNC H	COURS E 5	COURS E7	COURSE 5
THU	COURSE 1	COURSE 2	COURSE 3	COURS E 4	LUNC H	COURS E5	COURS E7	COURSE 5
FRI	COURSE 8	COURSE 9	COUSRSE 10	COURS E 5	LUNC H	COURS E6	COURS E7	SEMINA R
SAT	COURSE 8	COURSE 9	COURSE 10	COURS E 5	LUNC H	COURS E6	COURS E7	SEMINA R

TIME-TABLE (2014-2015)

COURSE 1(Education and society), COURSE 2(Education Measurement and Evaluation),COURSE 3(Educational Psychology, Personality and Creative skill development), COURSE 4(Application of computer in education and development of communicative skill), Course 5(Women Education).COURSE 6(School Organization), COURSE7,(Pedagogy of school subject), COURSE 8(Practical Teaching),Course 9(Craft work and extra mural activity). Course 10(Sessional work)

K.S COLLEGE OF PROFESSIONAL EDUCATION

	10:00 am- 10:50 am	10:50 am -11:40 am	11:40 am -12:30 pm	12:30 pm - 1:20 pm	1:20 pm - 2:00 pm	2:00 pm - 2:50 pm	2:50 pm- 3:40 pm	3:40 pm - 4:30 pm	TIME-
MON	COURSE 1	COURSE 2	COURSE 3	COURSE 4	LU NC H	COURS E7	COURSE 7	LAB	
TUE	COURSE 1	COURSE 2	COURSE 3	COURSE 4	LU NC H	COURS E7	COURSE 7	LAB	
WED	COURSE 1	COURSE 2	COURSE 3	COURSE 5	LU NC H	COURS E7	COURSE 7	LAB	
THU	COURSE 1	COURSE 2	COURSE 3	COURSE 5	LU NC H	COURS E7	COURSE 7	LAB	
FRI	EPC 1	EPC 2	EPC 3	COURSE 6	LU NC H	COURS E7	COURSE 7	SEMINA R	
SAT	EPC 1	EPC 2	EPC 3	COURSE 6	LU NC H	COURS E7	COURSE 7	SEMINA R	

TABLE (2015-2016)

COURSE 1(Childhood and Growing Up), COURSE 3(Learning and Teaching), COURSE 4(Language across the Curriculum), COURSE 7(Pedagogy of a school subject), EPC 1(Reading and Reflecting on Texts).

COURSE 2(Contemporary India and Education), COURSE 5,(Understanding Disciplines and Subjects), COURSE 6(Gender, School and Society), EPC 3(Critical Understanding of ICT). EPC-2(Drama and Art in Education)

Academic callender

PRACTICE TEACHING SCHOOL LIST

K.S COLLEGE OF PROFESSIONAL EDUCATION

List Of School for Practice Teaching

1. Rajkiya Madhya Vidyalaya, Makhdumpur, Sarai, Danapur
2. Rajkiya Utkramit Madhya Vidyalaya, Tetartola, Sarai, Danapur
3. High School, Neora, Danapur
4. High School, Puraina, Neora, Danapur
5. Middle School, Neora, Danapur
6. Krishna public school, Neora, Danapur
7. Park Mount High school, Neora Danapur.

AUDI REPORT

SANDEEP MUNDHADA & CO.
Chartered Accountants



1, GANDHI BAGH NAGPUR, NAGPUR
MAHARASHTRA 440002
Ph. 9423401856

FORM NO. 10B

[See Rule 17B]

Audit Report under section 12A (b) of the Income-tax Act, 1961 in the case of charitable or religious trusts or institutions

have examined the balance sheet of KALAWATI TRUST AABTK4676M [name and PAN of the trust or institution] as at 31/03/2015 and the Profit and loss account for the year ended on that date which are in agreement with the books of account maintained by the said trust or institution

have obtained all the information and explanations which to the best of knowledge and belief were necessary for the purposes of the audit. In opinion, proper books of account have been kept by the head office and the branches of the above-named institution visited by so far as appears from examination of the books, and proper Returns adequate for the purposes of audit have been received from branches not visited by subject to the comments given below:

In opinion and to the best of information, and according to information given to the said accounts give a true and fair view: -

- i. in the case of the balance sheet of the state of affairs of the above-named institution as at 31/03/2015
- ii. in the case of the profit and loss account, of the profit or loss of its accounting year ending on 31/03/2015

The prescribed particulars are annexed hereto.



For **SANDEEP MUNDHADA & CO.**
Chartered Accountants

(**SANDEEP MUNDHADA**)
PROPRIETOR

Membership No: 145297
Registration No: 133435W

Place : NAGPUR
Date : 21/09/2015

ANNEXURE**STATEMENT OF PARTICULARS***I Application of income for charitable or religious purposes.*

1.	Amount of income of the previous year applied to charitable or religious purposes in India during that year.	
2.	Whether the institution has exercised the option under clause (2) of the Explanation to section 11 (1)? If so, the details of the amount of income deemed to have been applied to charitable or religious purposes in India during the previous year.	No
3.	Amount of income Accumulated or set apart for application to charitable or religious purposes, to the extent it does not exceed 15 per cent of the income derived from property held under trust Wholly for such purposes.	NA
4.	Amount of income eligible for exemption under section 11(1)(c) [Give details]	No
5.	Amount of income, in addition to the amount referred to in item 3 above, accumulated or set apart for specified purposes under section 11(2)	
6.	Whether the amount of income of mentioned in item 5 above has been invested or deposited in the manner laid down in section 11(2)(b)? If so, the details thereof.	NA
7.	Whether any part of the income in respect of which an option was exercised under clause (2) of the Explanation to section 11(1) in any earlier year is deemed to be income of the previous year under section 11(B)? If so, the details thereof.	NA
8.	Whether, during the previous year, any part of income accumulated or set apart for specified purposes under section 11(2) in any earlier year :-	
a.	has been applied for purposes other than charitable or religious purposes or has ceased to be accumulated or set apart for application thereto, or	No
b.	has ceased to remain invested in any security referred to in section 11(2)(b)(i) or deposited in any account referred to in section 11(2)(b)(ii) or section 11(2) (b) (iii), or	No
c.	has not been utilised for purpose for which it was accumulated or set apart during the period for which it was to be accumulated or set apart, or in the year immediately following the expiry thereof? If so, the details thereof	No

II. Application or use of income or property for the benefit of persons referred to in section 13 [3].

1.	Whether any part of the income or property of the institution was lent, or continues to be lent, in the previous year to any person referred to in section 13(3) (hereinafter referred to in this Annexure as such person) ? If so, give details of the amount, rate of interest charged and the nature of security, if any.	NO
2.	Whether any land, building or other property of the institution was made, or continued to be made, available for the use of any such person during the previous year? If so, give details of the property and the amount of rent or compensation charged, if any.	NO



3.	Whether any payment was made to any such person during the previous year by way of salary allowance or otherwise? If so, give details.	NO
4.	Whether the services of the institution were made available to any such person during the previous year? If so, give details thereof together with remuneration or compensation received, if any.	NO
5.	Whether any share, security, or other property was purchased by or on behalf of the institution during the previous year from any such person? If so, give details thereof together with the consideration paid.	NO
6.	Whether any share, security, or other property was sold by or on behalf of the institution during the previous year to any such person? If so, the details thereof together with the consideration received.	NO
7.	Whether any income or property of the institution was diverted during the previous year in favour of any such person? If so, give details thereof together with the amount of income or value of property so diverted.	NO
8.	Whether the income or property of the institution was used or applied during the previous year for the benefit of any such person in any other manner? If so, give details.	NO



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III. Investment held at any time during the previous year(s) in concerns in which persons referred to in section 13(3) have a substantial interest.

Sl.No	Name and address of the concern	Where the concern is a company No. and class of shares held	Nominal value of the investment	Income from the investment	Whether the amount in Col. 4 exceeded 5% of the capital of the concern during the previous year-say. Yes/No

Place :NAGPUR
Date : 21/09/2015



For SANDEEP MUNDHADA & CO.
Chartered Accountants

(SANDEEP MUNDHADA)
PROPRIETOR

Membership No: 145297
Registration No: 133435W

KALAWATI TRUST
34, KASTURBA PATH NORTH S.K.PURI PATNA, BIHAR
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2015

EXPENDITURE	AMOUNT	AMOUNT	INCOME	AMOUNT	AMOUNT
To, Expenditure on Object of Trust			By, Fee Received		6160000.00
To, Advertisement Expenses		180000.00	By, Donation Received		1400000.00
To, Staff Salary		5590000.00			
To, Electric & Water Charges		65874.00			
To, Printing & Stationery		30526.00			
To, Office Expenses		45875.00			
To, Telephone Expenses		60190.00			
To, Miscellaneous Expenses		40130.00			
To, Postage & Telegrams		2580.00			
To, Conveyance		140541.00			
To, Repairs and Maintenance		38579.00			
To, Surplus Transfer to Balance Sheet		105705.00			

TOTAL : 6300000.00

TOTAL : 6300000.00

NAGPUR

DATED : 21/09/2015

As Per Our Report of Even Date Attached

For SANDEEP MUNDHADA
Chartered Accountants



(Signature)
(SANDEEP MUNDHADA)
Proprietor

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KALAWATI TRUST
34, KASTURBA PATH NORTH S.K.PURI PATNA, BIHAR
RECEIPT & PAYMENT ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2015

RECEIPT	AMOUNT	AMOUNT	PAYMENT	AMOUNT	AMOUNT
<u>To, Opening Balance</u>			<u>By, Expenses on Object of Trust</u>		
Cash and Bank Balances		106577.00	To, Advertisement Expenses	180000.00	
			By, Staff Salary	5590000.00	✓
To, Fee Received		6160000.00	By, Electric & Water Charges	65874.00	
			By, Printing & Stationery	30526.00	
To, Donation Received		140000.00	To Office Expenses	45875.00	
			To Telephone Expenses	60190.00	
			By, Miscellaneous Expenses	40130.00	
			By, Postage & Telegrams	2580.00	
			By, Conveyance	140541.00	
			By, Repairs & Maintenance	38579.00	
			By Construction Expenses	151700.00	
			<u>By, Closing Balances</u>		
			Cash and Bank Balances	60582.00	

TOTAL : 6406577.00TOTAL : 6406577.00

As Per Our Report of Even Date Attached

NAGPUR

DATED :21/09/2015

For SANDEEP MUNDHADA
Chartered Accountants(SANDEEP MUNDHADA)
Proprietor

KALAWATI TRUST
34, KASTURBA PATH NORTH S.K.PURI PATNA, BIHAR
BALANCE SHEET AS AT 31st MARCH, 2015

[illegible]

As Per Our Report of Even Date Attached

NAGPUR

DATED :21/09/2015

For SANDEEP MUNDHADA
Chartered Accountants



(SANDEEP MUNDHADA)
Proprietor

Note - Full Marks Is 1000
Distinction Marks - 75%
1st Division Marks - 60%

Result Of Session 2014-15

Sr.No.	Name	DIVISION	Marks
1	Abhay Bhahadur Azad	First Divison with distinction	770
2	Abhimat Narayan Kaushik	First Divison with distinction	771
3	Akhilesh Prasad	First Divison	741
4	Anil kumar	First Divison	749
5	Anil kumar Yadav	First Divison	738
6	Antima Kumari	First Divison with distinction	806
7	Arti kumari	First Divison with distinction	764
8	Arti Prasad	First Divison with distinction	792
9	Awani kant	First Divison with distinction	801
10	Bhola pandit	First Divison	742
11	Binod Kumar Sharma	First Divison	734
12	Bishwjeet Kumar	First Divison with distinction	784
13	Baiju Kumar Sah	First Divison with distinction	769
14	Chandana Shah	First Divison with distinction	812
15	Deepak kumar	First Divison with distinction	779
16	Deomuni Kumar	First Divison	729
17	Dharmbir kumar	First Divison	741
18	Dharmendra Prasad Keshri	First Divison with distinction	766
19	Dharmesh Kumar	First Divison with distinction	764
20	Gautam Kumar	First Divison with distinction	755
21	Gazala Tarannum	First Divison with distinction	777

22	Jitendra Kumar	First Divison with distinction	795
23	Jyoti Priyadarshini	First Divison with distinction	761
24	Kamna	First Divison	684
25	Kimee Kumari	First Divison	730
26	kumari Anuprita	First Divison with distinction	810
27	Kumari Archana	First Divison with distinction	769
28	Kumari Archana	First Divison with distinction	800
29	Kumari Jyoti	First Divison with distinction	765
30	Kumari Priyanka	First Divison with distinction	782
31	Kumari Rakhi	First Divison with distinction	789
32	Kumari Ranjana	First Divison	703
33	Kushesh Kumar	First Divison with distinction	784
34	Manju Kumari	First Divison with distinction	790
35	Md Naushad Alam	First Divison with distinction	761
36	Minakshi	First Divison with distinction	797
37	Nandita Srivastava	First Divison with distinction	785
38	Nilu kumari	First Divison with distinction	762
39	Nisha Kumari	First Divison	744
40	Nitish kumar Ranjan	First Divison with distinction	803
41	Om Prakash	First Divison with distinction	783
42	Pooja Kumari	First Divison with distinction	804
43	Prabhawati Kumari	First Divison with distinction	752
44	Prashant Kumar	First Divison with distinction	786
45	Priti Kumari	First Divison	746
46	Priya Kumari	First Divison with	794

		distinction	
47	Priya Sinha	First Divison with distinction	781
48	Priyanka Kumari	First Divison with distinction	768
49	Puja Kumari	First Divison with distinction	768
50	Punam Kumari	First Divison	709
51	Punit Kumar	First Divison with distinction	795
52	Radha Kumari	First Divison with distinction	779
53	Raghvendra Shekhar	First Divison with distinction	768
54	Rajeev Kumar	First Divison with distinction	758
55	Rajeev Kumar Ranjan	First Divison with distinction	770
56	Rajesh Kumar Mahatman	First Divison with distinction	769
57	Rajini Kusmansu	First Divison with distinction	776
58	Raj Shree Sinha	First Divison with distinction	777
59	Raju Kumar	First Divison	718
60	Rakesh Kumar	First Divison with distinction	771
61	Rakesh Kumar	First Divison with distinction	766
62	Randhir Kumar Singh	First Divison with distinction	775
63	Randhir kumar Yadav	First Divison with distinction	764
64	Ranjeet Kumar	First Divison with distinction	765
65	Ranju Kumari	First Divison	746
66	Raushan Kumar Yadav	First Divison with distinction	810
67	Reena Chaurasia	First Divison with distinction	796
68	Reena Kumari	First Divison with distinction	783
69	Renu Kumari	First Divison with distinction	807

70	Richa	First Divison with distinction	769
71	Ritesh Kumar	First Divison with distinction	764
72	Ruby Kumari	First Divison with distinction	785
73	Sabita Kumari	First Divison with distinction	774
74	Sangeeta Kumari	First Divison with distinction	767
75	Sanjeev Kumar	First Divison with distinction	777
76	Sanju kumari	First Divison with distinction	799
77	Santosh Kumar	First Divison with distinction	785
78	Santosh Kumar Jha	First Divison with distinction	767
79	Sarita Barjo	First Divison	677
80	Sarita kumari	First Divison with distinction	750
81	Sharawan Kumar Pandit	First Divison with distinction	759
82	Sharda Ranjan	First Divison with distinction	762
83	Smita Kumari	First Divison with distinction	765
84	Sony Kumari	First Divison with distinction	770
85	Soni Kumari	First Divison	711
86	Subash Chandra	First Divison with distinction	782
87	Subodh kumar Ambasta	First Divison with distinction	752
88	Suman Kumari Bala	First Divison	729
89	Sumita Roy	First Divison with distinction	805
90	Sunil Kumar	First Divison with distinction	755
91	Sunita Sinha	First Divison	739
92	Suranjan Das	First Divison	723
93	Surmay Ranjan	First Divison	650
94	Swarnlata Kumari	First Divison with distinction	758

95	Sweety Kumari	First Divison with distinction	780
96	Ugan Kumar Sah	First Divison with distinction	759
97	Uttam kumar Pathak	First Divison with distinction	777
98	Vijeta Kumari Srivastava	First Divison with distinction	788
99	Vikash Kumar	First Divison	734
100	Vishwa Vibhushan	First Division	736

Activity pictures











Approved building plan

