

Self—Appraisal (SAR)
For Accreditation of the
Teacher Education Institutions

Submitted by

GAUTAM
TEACHERS' TRAINING COLLEGE
BHAGANBIGHA, SOHSARAI, BIHARSHARIF
NALANDA, PIN – 803118 (BIHAR)
(Affiliated to Magadh University, Bodh Gaya)

Submitted to



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

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, Bangalore - 560 072, India

Part I: Institutional Data

A. Profile of the Institution

1. Name and address of the institution: Gautam Teachers Training College,
Street – NH31, Vill. - Bhaganbigha,
PO – Sohsarai (Biharsharif)
Nalanda – 803118 (BIHAR)
2. Website URL. www.gautamttc.org

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal I/c - Bhishma Pratap	7763806314		gautamttc@gmail.com
Self - appraisal Co-ordinator - Avijeet Kumar	0612-2278755 9431800136	0612-2278755	avijeet0@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal I/c - Bhishma Pratap		7763806314
Self - appraisal Co-ordinator Avijeet Kumar		9431800136

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate) Backward Area

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
08	2012

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

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.
Month & Year N/A

2f

MM	YYYY
01	2016

Month & Year

12B

MM	YYYY
01	2016

10. Type of Institution

- a. By funding
- i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. Self-financed
- b. By Gender
- v. Any other (specify and indicate)
 - 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.	Graduate	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 up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. secondary	B.Ed.	ERC/7-141.6.29./ NCTE/B.Ed/2012/ 13724;Dt. 28/08/2012 and; ERC/ NCTE/ ERCAPP793/B.Ed. (Revised Order)/ 2015/31730; Dt. 20.05.2015		100

Post Graduate				
Other (specify)				

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

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

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

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

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes,

a) How many programmes?

01

b) Fee charged per programme

As per Univ. regulation

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	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, how many faculties are on the various curriculum development/vision committees/boards of universities/regulating authority?

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

D.Ed.

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B.Ed.	13
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (specify and indicate)	

6. Are there Programmes offered in modular form

Yes	√	No	
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Number	01
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	√	No	
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Number	01
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8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
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Number	
--------	--

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

✓ Heads of practice teaching schools

Yes	√	No	
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✓ Academic peers

Yes	√	No	
-----	---	----	--

✓ Alumni

Yes	√	No	
-----	---	----	--

✓ Students

Yes	√	No	
-----	---	----	--

✓ Employers

Yes	√	No	
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10. How long does it take for the institution to introduce a new programme within the existing system?

Depend upon affiliating university policy and Govt. notifications.
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11. Has the institution introduced any new courses in teacher education during the last three years?

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

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview

- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

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

2. Furnish the following information (for the previous academic year): 2015-16

- a) Date of start of the academic year 01/07/2015
- b) Date of last admission 30/06/2015
- c) Date of closing of the academic year 30/05/2016
- d) Total teaching days 217
- e) Total working days 231

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	37	63	100	27	52	79	10	11	21
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	√
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If yes, how many?

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

6.

- a) Unit cost excluding salary component
- b) Unit cost including salary component

34585

71040

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	77%	56%	71%	50%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes No

9. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory %	Practice Teaching %	Practicum %
D.Ed.			
B.Ed.	63.5%	16%	20.5%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

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

11. Practice Teaching at School

- a) Number of schools identified for practice teaching
- b) Total number of practice teaching days
- c) Minimum number of practice teaching lessons given by each student

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

No. of Lessons In simulation	30	No. of Lessons Pre-practice teaching	05
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	29%	71%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

- a) Number of sessional tests held for each paper
- b) Number of assignments for each paper

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

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

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

Yes	√	No	
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Number	10
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19. Does the institution offer computer science as a subject?

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number Percentage

2. Does the Institution have ongoing research projects?

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

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

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

NA

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

- | | |
|--|---|
| <input type="radio"/> Teachers are given study leave | ✓ |
| <input type="radio"/> Teachers are provided with seed money | x |
| <input type="radio"/> Adjustment in teaching schedule | ✓ |
| <input type="radio"/> Providing secretarial support and other facilities | ✓ |
| <input type="radio"/> Any other specify and indicate | |

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

Yes NO

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

a. Ph.D.

b. M. Phil.

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

Yes No

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

	Yes	No	Number
International journals		✓	
National journals – referred papers	✓		02
Non referred papers			
Academic articles in reputed magazines/news papers	✓		04
Books		✓	

Any other (specify and indicate)		√	
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9. Are there awards, recognition, patents etc received by the faculty?

Yes		No	√
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Number	01
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10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	03	02
International seminars	0	0
Any other academic forum	05	04

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

Self-instructional materials	√
Print materials	√
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	X
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?

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

16. Does the institution provide consultancy services?

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.) 3341.64

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

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

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

Yes No 15

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

44500/-

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

20240/-

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

25000/-

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

3185508/-

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

Yes No

9. Total number of posts sanctioned

Open Reserved

	Open		Reserved	
	M	F	M	F
Teaching	9	3	3	1
Non-teaching	6	1	3	1

10. Total number of posts vacant

Open Reserved

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

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

	Open		Reserved	
	M	F	M	F
Lecturers	09	1	05	1
Readers	-	-	-	-
Professors	-	-	1	-

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

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

c. Number of teachers from

Same state	09
Other states	07

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:6.25
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	6	1	3	1
Temporary	-	-	-	-

b. Technical Assistants Permanent

M	F	M	F
-	-	-	-
M	F	M	F
-	-	-	-

Temporary

14. Ratio of Teaching – non-teaching staff

1.45:1

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

31%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

9AM -5PM

On holidays

-

During examinations

9AM -12Noon

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books	4670
- Textbooks	3600
- Reference books	1070
b. Magazines	20
e. Journals subscribed	
- Indian journals	10
- Foreign journals	5
f. Peer reviewed journals	8
g. Back volumes of journals	
h. E-information resources	--
- Online journals/e-journals	--

- CDs/ DVDs	18
- Databases	20
- Video Cassettes	24
- Audio Cassettes	

20. Mention the

Total carpet area of the Library (in sq. mts.)	220
Seating capacity of the Reading room	100

21. Status of automation of Library

Yet to intimate	<input checked="" type="checkbox"/>
Partially automated	<input type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input type="checkbox"/>
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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24. Furnish information on the following

Average number of books issued/returned per day

Maximum numbers of days books are permitted to be retained

By students By faculty

Maximum number of books permitted for issue

For students For faculty Average number of users who visited/consulted per month Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

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

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

	I-2013-14		II- 2014-15		III- 2015-16	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	160	18100/-	140	16325/-	300	50890/-
Other books	50	3200/-	35	1700/-	105	15167/-
Journals/ Periodicals	5	7800/-	4	6900/-	5	7500/-
Any others specify and indicate	-	--				
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	0	0	0
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

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

6

3. Does the institution offer Remedial instruction?

Yes	√	No	
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4. Does the institution offer Bridge courses?

Yes		No	√
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5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	98	99	100						
Number of first classes	98	99	100						
Number of distinctions	31	28	37						
Exemplary performances (Gold Medal and university ranks)									

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

	I	II	III
NET	--	--	--
SLET/SET	--	--	--
Any other (CTET/STET/TET)	18	08	09

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	27	29	24
Loan facilities	0	4	6
Any other specify and indicate			

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

Yes		No	√
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9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	√
Non-teaching staff	Yes		No	√

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

Yes		No	√
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If yes, number of students residing in hostels

Men

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	
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13. Availability of rest rooms for men

Yes	√	No	
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14. Is there transport facility available?

Yes	√	No	
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	
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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	√		1	√		2
Inter-university						
National						
Any other (specify and indicate)						

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	√	No	
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If yes, give the year of establishment

2016

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	30	41	32
Employment (Total)	40	44	Awaited
Teaching	38	38	Awaited
Non teaching	02	06	

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

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

Yes No

25. Academic guidance and Counseling

26. Personal Counseling

27. Career Counseling

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	2
Staff council	4
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to Quality Improvement of the Institutional Process.(Mention only for three most important bodies).	3

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 type="checkbox"/>	No	<input type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

1	1	1
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5. Furnish the following details for the past three years

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

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

National	0	0	0
International	0	0	0

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

1	1	1
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d. Number of Seminars/ workshops/symposia on curricular development, Teaching- learning, Assessment, etc. organized by the institution

2	3	2
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e. Research development programmes attended by the faculty.

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

1	1	2
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Any other area (specifies the programme and indicates).

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

a. Self-appraisal	Yes	√	No	
b. Student assessment of faculty performance	Yes	√	No	
c. Expert assessment of faculty performance	Yes		No	
d. Combination of one or more of the above	Yes	√	No	
e. Any other (specify and indicate)	Yes		No	√

7. Are the faculty assigned additional administrative work?

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

2 - 4 hrs

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

Grant-in-aid	
Fees	67, 50,000/-
Donation	
Self-funded courses	
Any other (specify and indicate)	

From sale of prospectus

9. Expenditure statement (for last two years)

	Year (14-15)	Year (15-16)
Total sanctioned Budget		
% spent on the salary of faculty	29.8%	31%
% spent on the salary of non-teaching employees	12.46%	14.88%
% spent on books and journals	0.26%	0.92%
% spent on developmental activities (expansion of building)	7.39%	40%
% spent on telephone, electricity and water	0.77%	1.38%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.38%	0.78%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.89%	1.27%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	7.87%	5.77%
% spent on travel	1.71%	1.58%
Any other (Adve, Bank Ch, Office Exp, P.St, A.F. etc.)	10.99%	10.00%
Total expenditure incurred	9162938.00	7944072.00

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

	Surplus	Deficit
2013-14	1340631.67	
2014-15	2402543.58	
2015-16		933102.97

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

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

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	6	6	--	--
b	ST	--	--	--	--
c	OBC	28	28	44	44

d	Physically challenged	--	--	--	--
e	General Category	9	9	13	13
f	Rural	17	17	8	8
g	Urban	21	21	54	54
h	Any other (specify)	-	-	-	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	--	--	--	
b	ST	--	--	--	
c	OBC	6	37.5	4	36.4
d	Women	2	12.5	2	18.2
e	Physically challenged	--	--	--	--
f	General Category	10	62.5	7	63.6
g	Any other (specify)	--	--	--	--

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	48	53	51	55
ST	--	--	--	--
OBC	51	55	56	60
Physically challenged	--	--	--	--
General Category	60	54	68	59
Rural	59	60	67	67
Urban	60	61	70	69
Any other (specify)	-	-	-	-

Part II: The Evaluative Report

EXECUTIVE SUMMARY

India enjoys a pride of place in the international arena not only as a fast emerging economy but also as a vast pool of powerful human resource consisting of suitable and educated personnel. Highly educated and trained Indian citizens are engaged in variety of employments in every part of the world. One of the noteworthy achievements over the years has been the increased literacy level i.e. 74.4% of the country. In spite of this access to education is still a dream for many, especially in remote and rural areas where there are no school buildings and no teachers. India is facing the shortage of trained teaching personnel since long.

Having achieved incremental increase in enrolment of children and expansion of access to education at all levels, the country is poised to move on major initiatives on the quality front and to ensure that children not only go to school but also receive quality education. But this demands good effort, attention and investment of resources. To promote quality and standards in education substantial resources need to be allocated to teacher training, teaching learning material including traditional as well as modern technology based equipment, libraries, laboratories and quality research in universities and other institutions of higher education.

Gautam Teachers Training College has been serving the society with sincerity and dedication under a charitable trust, Right Path Foundation for the last five years. The college is located on National Highway 31, at Vill. Bhaganbigha (near Biharsharif town) in Rahui Block of Nalanda District (Bihar).

Nalanda is historically renowned for ancient Nalanda University, one of the world's first university of higher education & research. The district has also been the abode of Gautam Buddha and 'nirvana' of Lord Mahavir. The district is adjacent to the capital of Bihar, Patna.

Right Path Foundation registered under Indian Trust Act 1882. One of the major objective of the Foundation is to, ‘To open, establish, promote, set-up, maintain, support and/or help literacy, informal, formal and/or distance education programmes/activities including technical/non-technical, professional, management, teacher’s training, art & craft, vocational and physical education/training/course by any or all types of schools, colleges, universities, training/coaching centres, hostels, research or other institutions of the like nature’. Therefore, the Foundation resolved to establish Gautam Teachers Training College with the objectives – to provide opportunity to youths for building career in teaching profession, to provide quality teachers/guides to society and, to function as a Resource Centre to support and work for improving general teaching standard.

The college was established in 2012 and it is gratifying to note that it got recognition from ERC NCTE Bhubaneswar on 28th August 2012 to run 2 units B.Ed. programme with annual intake of 100 students vide its recognition order ERC/7-141.6.29./NCTE/ B.Ed/2012/13724; dated 28/08/2012 and revised order no. ERC/ NCTE/ERCAPP793/B.Ed. (Revised Order)/2015/31730; Dt. 20/05/2015.

Falling in the Magadh region of Bihar, it was apt that the college seeks recognition from the university having geographical jurisdiction of the Nalanda District. Hence, the college got affiliation from Magadh University, Bodh Gaya vide its notification:- G III A/264/13; dated 12/07/2013.

SPECIAL FEATURES OF THE COLLEGE

Gautam Teachers Training College is an un-aided self-financing institution. This institution has unique position in the domain of education by virtue of the dedicated services of its staff and enlightened leadership of the Management. Because of its incredible achievements on all fronts with the limited resources at its disposal, the college is winning laurels from the people of the area. Discipline of the College is exemplary and worth emulating. Every breath of its life emits fragrance permeating the entire atmosphere with virtue, truth and love engrained into the soul of every disciple, enabling him to fulfill the task waiting ahead.

The management aspires to make the College a model institution of the state. Achieving national recognition & turning it into one of the best centers of vocational education of the country and making it a symbol of glory for the region.

Curricular & co-curricular activities like Debates, Seminar, Symposia, sports etc, are permanent feature of the College. During the period of training, students are fully kept engaged and they get plenty of opportunity to bring their best of means of above mentioned exercises.

It is no exaggeration to say that Gautam Teachers Training College is achieving new heights every day and today the college symbolizes a name worth reckoning under able guidance and patronage of its management and foundation members.

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

The objectives of the institution are as follows:

- a) **To train the young minds to produce dynamic and competent teachers.**
 - b) **To develop the Intellect of educated youth and enable them to apply it in shaping the destiny of the nation.**
 - c) **To inculcate values among pupil teachers pertaining to social equity and justice and inspire them to access to the disadvantaged groups.**
2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The institution has no role in developing curriculum. It is designed and developed by Magadh University from which the institution has affiliation to conduct the Teacher Education Course i.e. B.Ed. The institution has developed a mechanism pertaining to the feedback from the students, alumni, employers and academic experts.

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

As per the new curriculum for teacher education courses the recent global trends are included in the curriculum and content designed and developed by Magadh University and these are implemented and followed sincerely by our institution. Gender, School and Society; Childhood and Growing up and Drama & Art in Education and other titles of the papers are reflecting global trends in education. Gender issues in curriculum and childhood through the ages are given due considerations in the recent trends in teacher education programme.

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

Our institution creates environmental awareness among student teachers on priority basis as environmental protection is the need of the hour. Plantation is one of the curricular activities and students are guided and trained to contribute their own towards environmental conservation. There is a unit entitled 'Experience of Children and Communities' under which experience related to horticulture is provided to our students.

The curriculum consists of a paper entitled 'Application of Computer in Education and Development of Communicative Skills' and according to new syllabus there is a paper named 'Critical Understanding of ICT'. Through this the institution focuses on the application of ICT in education.

Values are inculcated among student teachers formally as well as informally. First of all, moral and ethical values are imparted through the course content as the first paper includes Idealism, Naturalism, Pragmatism and life sketches of great Indian and Western thinkers. Besides these student teachers are acquainted with importance of honesty, discipline, punctuality, sincerity and devotion in serving humanity.

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

It is already mentioned that the institution is affiliated from Magadh University and follows curriculum developed by the University. The University designs and develops its curriculum using ICT so that global trends in teacher education can be focused for producing effective and dynamic teachers.

1.2 Academic Flexibility

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

Students are taught mainly at reflective level of teaching and problem solving ability in teaching and training is developed among our pupil teachers. The pupil teachers are imparted various important skills of teaching so that they could become good and efficient teacher and serve the society through their best services and realizing learning objectives of their students.

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

There is an adequate flexibility and scope in our operational curriculum. Several curricular activity such as science exhibition, excursion, sports activity, cultural activities, seminar etc are performed by our students varied learning experiences.

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

Value added courses in curriculum, communication skills are developed through theoretical as well as practical approach. Instructional technology is

imparted to students emphasizing on ICT skills and communication skills. In order to inculcate social responsibility students are trained to develop interaction with the society and a survey is conducted by students in their localities to gather data regarding socio-economic status and demographic facts under the guidance and supervision of the teachers.

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 programmes/courses where the above aspects have been incorporated).

Aspects mentioned above are already included in course Curriculum.

1.3 Feedback on Curriculum

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

We welcome feedback & suggestions from students, alumni, employers, community and academic peers regarding the design and constructions of the course curriculum. The view points of parents are also given importance in bringing desired change in operational curriculum, These feedback and suggestions are forwarded to the university to make needful changes and update the curriculum.

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.

The feedback and suggestions received are discussed in General Body and other committee meetings and valuable suggestions are sent from time to university authority for needful action.

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

Feedback and suggestions are regularly sent by the institution to the university for revision and improvement of the curriculum with request to place suggestions before the curriculum revision committee or the concerned authority.

1.4 Curriculum Update

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

As per the new NCTE Guidelines for two years' B. Ed. Programme the whole curriculum is revised for the quality improvement and student satisfaction. The course content has been enhanced keeping in mind the need for producing effective and dynamic teacher.

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

The curriculum revision is done by the University and the institution welcomes the revision done by the university and implement as early as possible for academic excellence and productive education and training.

1.5 Best Practices in curricular Aspects

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

The course curriculum is implemented and transacted in the classroom with the most appropriate methods and techniques of teaching so that teaching and learning objectives could be realised in a very effective manner. This measure is very effective in the quality sustenance and quality enhancement under taken by the institution.

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

Curriculum transaction in the classroom is done by faculty members keeping in view the demand of the subjects and the topic. More emphasis is given on illustration with examples in order to ensure better understanding of the course content. The students are given equal opportunity for their active participation and a democratic strategy of teaching and learning is used. Topics are well explained with the most appropriate techniques of teaching. Few topics are dealt with the use of ICT to create interest in the process of teaching & learning.

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

NOT APPLICABLE

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects* and how have they been acted upon?
2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Earlier, an entrance test developed by the institute was the major basis for admission in the institute where applicants having higher qualifying marks were given opportunity to take admission.

Since 2016, the institute takes admission on the basis of qualifying marks obtained by the applicants in the Common Entrance Test organized by the affiliating university, Magadh University, Bodh Gaya.

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

The programme is advertised every year in the daily national & regional newspapers. Local/regional publicity is also done through public distribution of handbills/pamphlets. The institute also participates in 'Education Melas' and other educational programmes at district level for dissemination of information regarding the institute.

The complete information for admission is provided to the candidate through prospectus. Besides, information for admission also remains available on the notice board and the website of the institution.

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

The process and procedure is transparent and simple. The admission is granted on the basis of merit list prepared by the institution. The cut-off marks information and list of selected candidates is displayed on the notice board of the institution. The waiting list is also prepared on merit basis and admission is given on available seats.

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

The time schedule of the classes in the institution is very suitable and appropriate for the diverse population of the students. Due consideration is given to the female students especially the married women. Proper facilities are available in the campus. Transportation facility is available for the students. The students belonging to weaker sections are provided adequate concession in admission fees. Proper facilities are also available for physically challenged students of the institution.

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

Yes, there is provision for assessing students' knowledge/ needs and skills before the commencement of the teaching programme. The educational experience of the students is shared with the faculty members and oral examination is conducted to assess the attitude and aptitude of the students.

2.2 Catering to Diverse Needs

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

The institution has an efficient coordinating and monitoring mechanism for creating environment conducive to learning and development of the students. The classes are held properly and faculty members are very sincere in creating suitable environment of teaching and learning. The students are given equal opportunities to participate activity in the process of teaching and learning.

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

Remedial classes are arranged for those students who have difficulty in keeping the pace of classroom teaching as well as in understanding the content taught in the classroom. Despite this extra and tutorial classes are also arranged in order to accomplish the syllabus and cater the learning needs of the students.

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

Student teachers are taught how to respect diversity and at the same time establish frameworks for collective learning peacefully and justly. All the students are free to interact and participate actively in teaching learning process. A democratic environment is created and need of every student is well understood and problems are solved with cooperation and coordination.

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

The Selection Committee of the institution consisting of representative of the affiliating university selects only well qualified and competent teachers on the basis of interview and demonstration classes. Our teachers are very

sensitive to cater to the diverse students' needs, as they always welcome the students who have any problem in comprehending the topic taught in the classroom and they also counsel the students for solving their problems and in shaping their career.

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?
 - a) **Educational seminars are organized for four times in every session.**
 - b) **Debates, extempore speech, quiz competitions, etc. are organized every Saturday**
 - c) **Different learning theories are imparted to our students to meet the diverse needs of the students in classroom situation.**

2.3 Teaching-Learning Process

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

The students are engaged in active learning process by using all the learning resources like library, individual discussion with teachers, group discussion, seminars, symposia, peer teaching, role playing and internships.

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?

A conducive learning environment is created and the process of teaching and learning is student centered. The problems of the students are diagnosed individually and then presentation of the topic is done by the teacher with the application of following democratic methods and strategies, so that participatory learning outcomes can be ensured:

- a) **Individual discussion with teachers**
- b) **Group discussion**
- c) **Seminars /symposia**
- d) **Field Trips**

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

The faculty members use various philosophical, psychological and modern models of teaching in order to give a definite shape to the process of teaching and learning. The fundamental elements of teaching models are used on priority basis so that effective learning can be ensured. Morrison's model of understanding level of teaching and Hunt's model of reflective level of teaching are generally used in teaching and learning. This strategy enhances the problem solving ability of the students and develop insight among them for the solution of the problems before them.

The following steps are used while delivering the lesson in the classroom as an innovative approach of teaching and learning.

Steps	Subject matter	Functions of teacher	Functions of students
1. Preparation	Test of previous knowledge. Announcement of the lesson/chapter	Question to be asked to test previous knowledge to present lesson/chapter. If the teacher is satisfied then he will announce his lesson /chapter.	Students will give appropriate answers.
2.presentation (Teaching)	Go through the syllabus to teach the lesson/chapter	Provide the illustrative materials available to teach the students.	Important points and records written down in their notebooks. Students may ask questions for removal of any doubt in comprehending the lesson/ chapter.
3.Recapitulation	Repetition of the lesson/chapter, Just the summary	Teacher shall put oral questions to the students, if they are not able to answer, the teacher solve the questions.	Try to answer the questions.
4. Application/ evaluation	Try to know whether the students grasp proper knowledge as inculcated by teacher in the classroom.	The teacher shall put some objective questions to test their proper knowledge.	Try to answer the questions.
5. Home works		Teacher gives some home assignments relating to the lesson/chapter.	

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.

Students are imparted training to follow the Basic Model and Concept Attainment Model of teaching. The Memory Model of teaching propounded by Herbart and Morison model of Understanding level of teaching as well as Hunt's, Morrison's Model of Reflective level of teaching are taught to our pupil teachers and they are trained to use these models while teaching to children.

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. The technique for developing teaching skills adopted by the college are the skill of introducing a lesson, questioning, explaining, use of black board and reinforcement, stimulus variation and illustration. Five lessons are practiced for each skill.

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

All the pupil teachers are divided in four groups and they are sent to different secondary schools situated in the city after prior permission of the school authority. One teacher educator supervises 10 student teachers and 10 lessons a day. One pupil teacher teaches one lesson in a day and whole practice teaching is completed in 30 days.

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

The student teachers perform the activities related to internship during their practice teachings.

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 are planned and developed in partnership co-operatively involving the school staff and mentor teachers. Our pupil teachers and mentor teachers visit the practising schools to meet the school staff and specially the teachers of the school to design the schedule and know the course content and materials available in the school. The practice teaching starts and ends with the guidelines and the supervisions co-operatively with the school staff and the teacher educators.

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

Student teachers are trained to know the individual differences in the class and to shape the process of teaching and learning accordingly. They are also trained in various micro-teaching skills to cater the diverse needs of students in the classroom. The high achievers and low achievers are served by our pupil teachers as per their ability and needs.

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

Students are encouraged and trained to use technology in practice teaching. The pupil teachers are imparted training for preparing learning materials through computers and teaching with the use of projectors. This practice makes their teaching attractive and interesting.

2.4 Teacher Quality

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

Yes, the practice teaching sessions are planned and developed in partnership co-operatively involving the school staff and mentor teachers. Our pupil teachers visit the practicing school to meet the school staff and specially the teachers of the school to design the schedule and know the course content and materials available in the school. The practice teaching starts and ends with the guideline and the supervision co-operatively with the school staff and the teacher educator.

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

The total number of identified schools are 10, but the practice teaching is held in 4 or 5 schools in one academic year. Therefore, the ratio of student teachers to identified practice teaching schools is either 1:25 or 1:20 as the intake of the students is 100.

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

The mentor teachers supervise every lesson of the pupil teacher in the Classroom and leave the remarks on lesson plan book. After the class pupil teachers interact with the mentor teachers and come to know the feedback of their teachings. Our pupil teachers try their level best to rectify the shortcomings of their teachings in the next class.

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

Prior to the organization of practice teaching programme the teacher educators of the institution provide all the information to the student teachers regarding policy direction and educational needs of the schools. The rules and regulations of school education are also imparted to student teachers so that they can complete the practice teaching session in a successful manner.

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

Students and faculty members keep pace with recent developments in the school subjects and teaching methodology through various media and reports on new policies and guidelines of secondary education system. Our students are computer friendly and they access to the recent developments in school education and they plan their teaching to meet the demands of innovative education and recent development.

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 teaching staff of the institution is encouraged to attain professional and career development programme. The teaching staff attend orientation programmes, seminars & conferences and present their papers. They are encouraged to participate in various faculty development programmes. Leaves are granted to the teaching staff for their professional and career development such as sponsored orientation programmes, workshops and training.

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

The staff members are rewarded with due increments and bonus as per their performances.

2.5 Evaluation Process and Reforms

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

The achievements of the learner is evaluated continuously and comprehensively through oral & written examination. The barriers to student learning is also identified by diagnosing his problem in understanding and

grasping the taught materials. Good interaction is maintained between teacher and taught and a conducive environment is created by providing adequate infrastructures and access to technology.

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

Sessional examinations are conducted in all the papers of the course of the study and internal assessment is done by the respective teachers. The students also prepare assignments and these assignments are evaluated and remarked by the teachers in order to improve the student's achievements. At the end of the session the annual examination is conducted by the university and results are declared on time.

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

The outcomes of the students performances are communicated with proper feedback and the students are encouraged to improve their performances by removing the shortcomings to the best of their capacities. This practice helps in curriculum transaction in very effective manner.

4. How is ICT used in assessment and evaluation processes?
Yet to be implemented.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Team teaching is done in our institution to ensure effective learning of our students. Group discussion is also organized for active participation of learners following a democratic approach in sharing the ideas and views among students as well as the teachers.

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

The faculties of the institution select few topics which have a very good scope in delivery with the use of ICT. Through the use of ICT good demonstration could be done for creating interest in the topic and permanent learning of our students.

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

NOT APPLICABLE

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning* and *Evaluation* and how have they been acted upon?
2. What is the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The teachers are encouraged to pursue research in different areas of education and to complete M.Phil or Ph.D degree. The teachers are also given opportunity for their independent study and publishing research papers.

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

Thrust areas of education are minority education, adult education, health education, value education, ICT, philosophical and psychological studies. Thrust area of research is decided by the teachers in accordance with his own liking and educational experiences.

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

The institution encourages action research to find out the immediate problems of the school & class room teaching and their solutions. Our students are guided to pursue action research so that the effectiveness in teaching and learning process can be ensured and a conducive environment can be created.

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

NAME OF THE FACULTY	NATIONL/INTERNATIONAL	THEME	ATTENDED/PAPER PRESENTD	DATE	TITLE
R. P. Singh	1.National Workshop	Awareness of National Mission on Educational Technology Through ICT(NMEICT)	Attended	17.01.16 19.01.16	Awareness Of National Mission on Educational Technology Through ICT (NMEICT).
	2.National Seminar	Human Rights Education	Attended	11.04.16	Human Rights Education

Kislay Kishore	1.National Conference	Value of Education and Peace in 21st century	Paper Presented	28.08.15	Role of Education in Personality Development
	2.National Workshop	New Trend in Education	Participated	18.02.16	New Trend in Education

3.2 Research and Publication Output

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

Student Teachers of the college are well trained to prepare Teaching Learning Materials (TLMs) by the teachers so that they could make their teaching interesting and effective through good demonstration. Our pupil teachers use charts, models, specimens, maps, pictures, globes and other materials. They are also encouraged for life demonstration to make their teaching more lively and effective.

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

The institute has fully furnished computer and ICT labs with software and internet connectivity, LCD Projector, which helps our students in preparing teaching learning materials. The other required materials are also provided and arranged to our students.

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

The institution recognizes the importance of ICT in developing instructional materials and trains the students to use ICT in developing instructional materials. The teachers download the relevant and important instructional materials by the use of internet and give a proper shape to the downloaded materials and develop as per the need of students.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)
 - a. Organised by the institution
Training programme is organized in the institution in which the students are instructed to prepare instructional materials. This is done at college level i.e. the participants are the teachers and students.
 - b. Attended by the staff
All the teaching and non-teaching staff are encouraged to attend the workshops on material development.
 - c. Training provided to the staff
Such training is provided to staff by inviting experts from the university and other institutions and agencies.

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

List of Journals	Article	Name of faculty member
Jaagran Jansankhya Siksha Patrika	A critical Appraisal of Fertility Behaviour in Bihar	Kislay Kishore
Geographical Perspective	Socio-cultural perspective towards education in different geographical regions of Bihar	Bhishma Pratap

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

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.
No minor/major research projects completed by faculty members in last five years.

3.3 Consultancy

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

Our Institution did not provide consultancy services in last five years.

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

Yes, faculty/staff members of our college are competent to undertake consultancy services in several areas like guidance and counseling, work experience, educational technology etc. But we haven't started any consultancy services yet. In near future consultancy services are proposed to be started.

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?

As our institution doesn't provide any consultancy services there is no revenue generated from this source.

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

Not Applicable

3.4 Extension Activities

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

The college promotes extension activities in the areas of community development, social work, adult literacy programme, health and hygiene etc. Extension activities of the college have just begin to take off with a view to contribute services to the community. The college deputed its students and teachers to motivate and educate the local public regarding health education, environment and concern matters of the society. We are trying to take some concrete programmes keeping in view the specific needs of the locality. The negotiations are with NGOs for collaborative participation in these programmes. The college acts as facilitators in bringing our students and teachers with rural farmers face to face. The students and teachers try to make farmers and local population aware of the facilities they can avail from Govt. institutions.

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

The institution welcomes the ideas, suggestions and feedback of the community which it is serving with sincerity. The institution follows the suggestions for the academic and institutional excellence so that needs and aspirations of the community can be fulfilled.

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

The institution is planning to organize community development programme by the active participation of the students. The students shall be imparted good training by the teacher educators and social activists for serving the community through various activities. The community service by our students shall begin from nearby villages.

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

Community development programme is yet to begin.

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

Awareness towards social responsibility is created by theoretical as well as practical approach. The educational & cultural programmes are organized on social themes and citizenship values. Our students are encouraged to interact with the students, school teachers and the other people of the society by their active involvement. An educational survey is also conducted by our students and it helps in developing social and citizenship values and skills among them.

3.5 Collaborations

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

The institution has established linkages with the prominent organizations serving in education and development. It has a link with NCTE, Bhubaneswar, UGC, ERC and institutions and universities of national repute.

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

Institution doesn't have any linkage to any international organization.

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

Every aspect of B.Ed programme is benefited through the linkage mentioned below. These are necessary in updating of knowledge and understanding new trends, innovative practices and evaluation.

- Curriculum Development - **Developed by the University**
- Teaching- **Yes**
- Training-**Yes**
- Practice Teaching-**Yes**
- Research-**No**
- Consultancy-**No**
- Extension -**Yes**
- Publication-**No**
- Student Placement-**Yes**

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

Our institution has linkage with schools nearby Biharsharif and of the district. The pupil teachers of the institution practice their teachings in these schools keeping in view the rules and regulations of the practicing schools and needs aspirations and demands of the community. In this way institute-school- community networking is well maintained.

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.

Faculty members of the institution maintain a very good rapport with the teachers of practicing schools and design the whole practice teaching programme in accordance with the feasibility, guidance and cooperation of the teaching and administrative staff of the school. No academic loss in the practicing school is our first priority.

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

The faculties of the institution collaborates with the schools in such a manner that it facilitates admission in B.Ed course to the teachers who are untrained and serving in the schools. The university faculties are invited to our institution for seeking academic advise from them.

3.6 Best Practices in Research, Consultancy and Extension

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

The institution is encouraging to its faculty members to conduct quality research. It has not begun research programme and consultancy till date but it aspires to start research consultancy and extension activities in future.

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

Not been started yet.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment – **NOT APPLICABLE**

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Research Consultancy and Extension* and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

The institution has adequate physical infrastructure as per NCTE norms. Its built up area is 3341.64 sqm. It has sufficient number of classrooms, multipurpose hall, science & mathematics resource centre laboratory, psychology research centre, ET lab, library cum reading room, ICT resource centre, Art & Craft resource centre, Health & Physical Education Resource centre, Seminar Room, Boys common Room, Girls common Room, Curricular Lab etc.

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

The institution has full- fledged infrastructure as per NCTE norms. It is planning to open new courses of teacher education and augment the infrastructure accordingly.

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

We have a multipurpose hall of 220 SQM., where the students perform co-curricular & extracurricular activities under the guidance & supervision of the faculty members. The institution has also a multipurpose play field, sports store-room to facilitate the students to participate in different games & sports. We have also good facility for encouraging our students to participate in music & cultural activities.

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

The institution has almost all the adequate physical infrastructure.

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 institution has the following physical infrastructure to fulfill the above mentioned requirements

- Staff Room
- Health and Physical Education Resource Centre
- Girls Common Room
- Boy's Common Room
- Separate washrooms for men & women
- Canteen

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

The institution has not hostel facilities as yet but it is planning for hostel facilities in future.

4.2 Maintenance of Infrastructure

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

INFRASTRUCTURE	AMOUNT INVESTED IN 2010-11	AMOUNT INVESTED IN 2011-12	AMOUNT INVESTED IN 2012-13	AMOUNT INVESTED IN 2013-14	AMOUNT INVESTED IN 2014-15
BOOKS	14714	77693	57674	65180	44928
COMPUTERS	146019	14540	132,223	21695	49422
FURNITURES	14750	--	44150	39500	70,000
LAB EQUIPMENTS	297432	4773	48909	--	--
WATER PURIFIER	--	25,000	--	--	37680
INVERTER	--	--	--	47200	31,000
AIR CONDITIONED	--	--	--	--	61,000
BUILDING	1762579	1,552,333	1,800,827	2180921	2189583
PHOTO COPIER MACHINE	8273	8273	8273	8273	13353

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

The available Infrastructure is well maintained by the responsible staff members. The wear & tear in the infrastructure facilities is reported to the maintenance staff and higher authorities of the institution to get their assistance in maintenance and purchase of the required facilities.

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

The campus of the institution is environment friendly. Plantation & horticulture are the activities which are performed on priority basis to create a very good natural and hygienic environment.

4.3 Library as a Learning Resource

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

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

Total number of Books are - 4670

National Journals - 10

International Journals - 05

Magazines - 20

Computers - 02

LCD Projector - 01

Computers

With internet access - 02

CD and DVD's - 18

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

Yes, the institution has a mechanism to systematically review the various library resources for adequate accesses. The librarian takes the decision for acquisition after analyzing the requirements of the materials and resources related to library. We have a library committee which functions under the guidance of the librarian.

4. Is your library computerized? If yes, give details.
Computerization of library is in progress.

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 institution library has computer & Internet facilities for the access to the staff and the students.

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

Our institution does not make use of inflibnet/Delnet/ICU facilities.

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 remains open for all the working days of an academic year. It remains open from 9 a.m. to 5 p.m. The working hours of the library is liable to change as per the need of the students and staff.

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

New arrivals are displayed and enlisted also on the Notice Board of the institution.

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

Yes, We have book bank facility to our students. The book bank facility and the reading room facility is extended beyond normal time when examinationss are ahead.

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

Presently we don't have special library facilities to the visually and physically challenged persons, but we are planning for it in near feature.

4.4 ICT as learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media

and materials) and how the institutions ensures the optimum use of the facility.

Yes, we have a full fledged computer lab with hardware, software and internet connectivity. We have an ICT Resource centre also. LCD Projector and educational CDs are also available in the institution.

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, there is a provision in the curriculum for imparting computer skills to all students. Theory and practical classes are held for imparting major skills in computer which includes computer typing, power point presentation, making Id on emails and accessibility to internet.

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

The selected topics of the syllabus are taught with the use of ICT by the faculty members in curriculum transactional processes. The faculty members prepare slides for power point presentation and delivers lessons before the students for realizing the teaching learning objectives more effectively.

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)

Our pupil teachers are trained to prepare the learning materials with the use of ICT. The Teaching Learning Materials (TLMs) are also prepared with the help of computers and internet facility. Lesson plans are prepared with the help of ICT and our students also get helps of computer and internet in evaluation of the students' performances.

4.5 Other Facilities

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

The classes are held sincerely and the practicals are also conducted in full swing. The available books in library are issued to the students and staff as per their needs. Computer education and related practical knowledge is also imparted to our students in computer lab. We have almost all the instructional infrastructure facilities and we try our level best to optimise the use of available resources. Despite we share few infrastructural facilities with the other institutions.

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?

We have adequate numbers of computers with internet connectivity. LCD projectors, Laptops, Television, VCD and educational CDs are also available in our institution. Our student teachers are encouraged to use these facilities to assimilate knowledge and experiences, as it is obvious that knowledge can be enriched with a single click on computer system having internet accessibility. The student teachers are also motivated to search and collect teaching learning resources by the use of available audio-visual facilities in the institution.

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 institution is well equipped with the general and method laboratories. It has been serving our students providing all the facilities pertaining to laboratory works. We have psychology lab, science lab, ET lab, mathematic resource centre, language lab etc.

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

Our institution has an attractive multipurpose hall where various academic and cultural activities are organized. We also organize workshop for training of our students in lesson planning and pedagogy in a separate room. We also provide various outdoor and indoor games facilities to our students and there is a sports room available for it.

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.

Classrooms are partially equipped with the use of latest technologies for teaching, but we are planning to make our classrooms fully equipped with the latest technologies.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculties of the institution are highly intended to diversity in instruction to the best of their capacities. They access to the computers and internet facilities to download the instructional materials available on educational sites and mould & design the instructional materials as per the need, interest and ability of the learners.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.
 - **ICT is used in power point presentation by the faculty members.**
 - **ICT is used by our pupil teachers for preparing Teaching Learning Materials (TLMs).**
 - **It is used to keep pace with the recent trends in teacher education.**
 - **The administrative machinery of the institution runs with the accessibility through ICT.**
 - **Papers in seminars and conferences are presented through LCD projectors.**
3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

As a part of future plan, we would like to remodel all the existing laboratories of our College. Virtually no field of teaching and research is untouched by the potential of new instrumentation or computing devices to accelerate the acquisition and analysis of data. The knowledge available has been derived recently from research employing state-of-the-art equipment. The current concern over the state of scientific equipment in academia reflects several important scientific developments over the past two decades. The improved analytical range of modern instrument has permitted the field to move forward in its understanding of matter. In many fields, students are required to learn information that was not available with the instruments of a previous generation and to understand how the modern instruments make such information available.

We visualize, in the immediate future, a smooth transition to digital learning without sacrificing the strengths of the conventional class room, an e-Learning Centre will be launched at the College. It will be a centre for complementary studies with a view to develop interest in education and supplementing the curricular education as well. The content development will be done by the members of the faculty and the technical support will be taken from the outside agency. The outcome will be in the form of development of modules based on the topics in the syllabus and

supplementary discussion related to the topic. The introduction of the Virtual Learning Centre will enhance and enrich the teaching learning process.

Additional Information For Re-accreditation

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

Not Applicable

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

Not Applicable

Criterion V: Student Support and Progression

5.1 Student Progression

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

At the time of commencement of the teacher education programme, an orientation programme is organized to assess the preparedness of the students who got admission to become prospective teachers. The learning attitude and aptitude of the students are also identified. The students are acquainted with the course content, instructional activities, and academic calendar of the session. The faculty members deliver lectures in their respective papers and give much emphasis on the diagnosis of the learner's problems and their solutions. The students are always welcome to our faculty members for their academic and professional advice.

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

The campus environment is peaceful and the students and staff of the institution make their best effort to create an academic atmosphere with dedications and devotions for the academic excellence and professional training. The students are motivated to study and accomplish instructional activities with sincerity. The teaching and training is performed by the faculty members at satisfactory level. Internal examinations are conducted

and evaluated as well as proper advice and suggestions are provided to the students whose performance need improvement.

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?

The dropout rate after admission in the last four years is nil.

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

The Students are encouraged and motivated to compete Central Teacher Eligibility Test (CTET) as well as State Teacher Eligibility Test and they are also guided to pursue higher education for shaping their career according to their choice. The available books, journals, magazines and daily news papers are very much helpful in this regard.

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	30	41	32
Employment (Total)	40	44	awaited
Teaching	38	38	awaited
Non teaching	02	06	

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

After graduating from the institution most of the students engage in either jobs or pursuing higher education. However the institution welcomes its alumni for any kind of assistance and training which it can provide.

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.

We don't have a placement cell but we shall provide placement services to our students in near future. Although few school personnels visit our institution at the end of the session and place our students in their schools.

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

Yet the institution has not any placement cell.

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

The institution is obliged to the practice teaching schools for their cooperation and support and makes arrangements for the placement of its student teachers on the vacant posts of the schools.

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

Already it is revealed that the institution has yet not any placement cell.

5.2 Student Support

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

All the curricular, co-curricular and extra curricular programmes are planned and implemented as per the academic calendar of every session. On the basis of feedback of our academic activities according to the academic calendar of previous session we design a modified and revised academic calendar and its effective implementation is our priority. The curricular co-curricular and extra curricular activities are well planned and accomplished in time in order to realize the objectives in most effective manner.

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

The institution is much considerate to the instructional needs of the physically handicapped students and curricular transaction to them. Possible arrangements are made for them to attend the classes.

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

The mentoring arrangements have just started. All the students are served by their mentors and mentor- mentee relationship is developed. The students are divided in equal groups and for each group a mentor teacher is assigned to counsel the academic and professional career of all the members of the group.

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

The teachers are given opportunity to attend seminars, conferences and orientation programmes sponsored by UGC. They are also facilitated to pursue higher education for their academic excellence. This flexibility enhances the effectiveness of the faculty in teaching and mentoring of students.

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. Information about the institution are posted and updated regularly. The information available on the website of the institution are -

- 1. Information about the institution regarding its establishment**
- 2. Infrastructures Details**
- 3. Staff Profile**
- 4. Details of admission formalities**

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

Remedial classes are arranged for academically low achievers prior to the examination and in few leisure periods voluntarily by the faculty members and their problems are solved. The teachers evaluate the performance of the students after presentation of the topic in general classroom teaching and identify the low achievers who could not keep pace with the classroom teaching and learning. These students are required to attend remedial classes arranged by the concerned faculty member.

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

An inclusive and democratic teaching approach is followed by the institution in which advanced and slow learners are taught together. However the advanced learners are motivated to assimilate their knowledge and skills under the guidance and supervision of the teacher. The faculty member pays his attention more on the slow learners. The problems of slow learners are

identified and solved by the application of most appropriate and participatory teaching strategies. Slow learners are also taught in remedial classes.

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

The institution has a guidance and counseling cell by which students are provided academic and professional guidance and counseling for their personal, professional and educational growth.

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

There is grievance redressal mechanism adopted by the institution. We have grievance cell where students approach for their grievances. The grievance cell takes a serious note of it and assure to redress the grievances at its earliest.

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

The teachers always remain on close watch with the curricular as well as co-curricular activities of the students. The students are taught unit wise and at the completion of every topic of the unit, a recapitulation is done by the teacher in order to revise the lesson and to assess the student's developed ability. The instructional and training efficiencies are monitored time to time on the basis of student's performance and they are advised to improve there upon.

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?

Prior to the practice teaching programme the pupil teachers are acquainted with the theoretical as well as practical knowledge of drawing lesson plans and arranging teaching learning resources. They are imparted with the necessary teaching skills and simulated teaching is organized to build up the confidence of the pupil teachers for teaching in schools. The lessons are supervised by the supervisors of the pupil teachers and remarks are given on the lesson plan notebooks. The pupil teacher's improve their teaching as per the suggestions given to them. The supervisors also discuss with the students regarding their performance in teaching as a follow up support.

5.3 Student Activities

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

The institution has an Alumni Association recently established in Aug. 2016.

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

The institution encourages students to participate in extra curricular activities including sports and games. Our students participate actively in various extra curricular activities such as debates, elocutions, drama, music and different sports and games. This helps our students to become dynamic and effective teachers who shall give their best to the institution where they shall serve in future.

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

The institution shall begin to develop knowledge and skills among its students to publish such materials very soon.

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

It has not any such council or any similar body.

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

- **Alumni Association**
- **Guidance and counseling cell – to guide and counsel the students**
- **Grievance cell – to redress the grievances of the students and staff.**

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

The institution has a mechanism to get feedback from its students to improve the program and the growth & development of the institution. The feedback of the institution is received on feedback pro forma and this is taken by the administrative authority of the institution from the students confidentially. This is used further for improving the academic growth & development.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?
 - Remedial classes for low achievers.
 - Guidance and Counseling cell.
 - Grievance cell
 - Development of curricular & co-curricular activities.
 - Mentor – Mentee relationship.
 - Due attention to the needs of advance and slow learners.
 - Preparation for practice teaching and follow up support.
 - Physical health and yoga education.
 - Placement services yet to be started.

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

NOT APPLICABLE

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Objectives

- a) To train the young minds to produce dynamic and competent teachers.
- b) To develop the Intellect of educated youth and enable them to apply it in shaping the destiny of the nation.
- c) To inculcate values among pupil teachers pertaining to social equity and justice and inspire them to access to the disadvantaged groups..

Vision

1. **To train committed individuals to produce nation builders with great potentials and qualities to meet future challenges in education.**
2. **To serve people especially who belong to weaker section and low economic strata to make them self reliant and self dependent.**
3. **To acquaint the prospective teachers with contemporary set of teaching skills and to nurture students understand the needs of children for their all round personality development.**

Mission

- a) **To produce a teacher possessing high standard qualities who can make learning alive for students.**
- b) **To inspire outstanding and competent individuals to enter teaching profession and enhance quality and practicality of teaching.**
- c) **To enable the students to strengthen the foundation of education system for sustained and long term improvement.**
- d) **To train prospective teachers to meet the challenges to access to education and to achieve goals contemporary world mission.**
- e) **To function as a Resource Centre to support and work for improving general teaching standard.**

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

Yes, the mission of the institution includes goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector and other educational institutions. Serving with sincerity to produce competent teachers is our motto and we aspire to contribute our nation in preparing and producing dynamic and effective teachers, as they are the national builders. We try to inculcate all the teaching qualities in our pupil teachers who can make their best efforts in all round personality development of the learners to whom they shall teach and train. We also impart value

education to our students so that they can become teachers of good character and discipline.

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

The overall management of the institution lies with the managing committee. It has an effective internal coordinating and monitoring mechanism for policy formation, implementation and evaluation. The institution has framed a mechanism for internal check of efficiency of the non-teaching staff also. The institution conducts internal development programme for non teaching staff. The institution has constituted special committee for preparation of academic calendar. The college has good organization mechanism for ascertaining the academic efficiency as skills of the students.

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

The responsibilities are well defined and communicated to the staff of the institution for creating a good atmosphere of work and academic excellence. General body meetings are held with the academic and administrative staff to formulate action plan and analyze needs and requirements in the implementation of the formulated action plan. The management and head of the institution monitor the responsibility given to the staff and get feedback of the work or assignment completed or in progress.

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?

Feedback from staff is sought by management and head of the institution and the staff members report to the authority of their assigned duties and the extent to which they have fulfilled their duties. The management reviews the activities of the institution which are completed and plans for new line of actions.

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

The barriers in achieving the vision and mission of the institution are identified through feedback from the teaching as well as nonteaching staff members. The management and head of the institution take a serious note of it and try to remove such barriers to ensure academic and professional development of the institution.

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

The management and the head of the institution call meetings with the teaching and nonteaching staff at certain intervals of time to analyze the effectiveness and efficiency of the institutional processes and ensure all kinds of guidance and support to the staff members for seeking their best services.

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 management of the institution functions under the leadership of the head of the institution who designs and regulates academic and administrative machinery of the institution. All the curricular, co-curricular and administrative activities are planned and accomplished under the guidance, supervision and leadership of the head of the institution.

6.2 Organizational Arrangements

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

The following committees were constituted by the institution for management of different institutional activities.

- **Managing committee**
- **Curriculum committee**
- **Course co-ordination committee**
- **Disciplinary committee**

Meeting of committees are held as per the minutes of the meetings and productive decisions are taken and implemented by the concerned body and staff members.

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

The administrative body of the institution consists of the following :

- **Chairman**
- **One Trustee member**
- **Registrar of the affiliating university or his Nominee/Representative**
- **One educationist of repute**
- **Principal of the institution**

- **One member from the faculty**
- **One member from non-teaching staffs**

The academic body of the institution comprises:

- **Principal of the institution**
- **Teaching faculties**

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

The administration of the institution is decentralized. The academic and administrative activities are performed under the guidance and supervision of academic and administrative bodies. These bodies function independently to the best of their capacities for ensuring academic excellence and better services to the humanity under the leadership of managing committee.

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

The institution imparts training to its students keeping in view the recent trends and demands of the school education. Our students are well acquainted with all the educational provisions and training so that they could teach to the children for their all round personality development. The institution has maintained good rapport with the school personnel and it designs the whole practice teaching programme in collaboration with the school. Our pupil teachers also intend to serve the practicing schools after completion of the course.

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

The institution uses various data and information obtained from the feedback given by the students, parents, community, alumni, visiting team, teacher educators of other institutions, professors of the university etc. in decision making and performance improvement. This feedback helps in modifying and improving the whole academic structure of the institution.

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 institution is always ready for the academic improvement and career promotion of the faculty members. They are encouraged to participate in various faculty development programmes, workshops, seminars and conferences. It co-operates to its teaching faculties to pursue Ph.D and other educational and professional courses. There is conducive environment of teaching, training and professional growth of our students and faculties in our institution.

6.3 Strategy Development and Deployment

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

Yes, the institution has a management information system to keep and use all the data and information related to academic and administrative activities. The MIS system is operated to collect, align, integrate, store and use the data and information for efficient and smooth functioning of the institution under the guidance and supervision of the head of the institution.

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

The institute allocates its human and financial resources according to its action plan. The human resources include the management, teaching and non-teaching staff make their best efforts in realising the vision and mission of the institution. The institution allocates its financial resources after proposal and approval of the managing committee.

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

The institution is a self- financed institution serving on the principle of no profit and no loss .The available resources are used to build and maintain the physical infrastructure and arrange all the facilities needed to create a conducive environment for academic and administrative work. The institution allocates the resources keeping in view its mission and goals.

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

First of all the academic calendar is prepared in the beginning of each academic session in a general body meeting. The academic activities for the whole session is pre-planned and scheduled. The practice teaching school teachers and the school management are co-ordinate in advance prior to prepare the schedule for practice teaching programme to get rid of the problems and inconveniences in managing the practice teaching programme .

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

The objectives of the institution are clear to all the staff at all levels. Every individual employee serves to the best of his capacity in order to achieve the institutional objectives.

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

The vision and mission of the institution lays the foundation of every effort made by the managing committee and teaching as well as nonteaching staff. The implementation plans are monitored, evaluated and revised in accordance with the degree to which the plans are successfully implemented in order to realise the visions, missions and objectives.

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

The new technology is planned and used by institution for its academic and administrative activities according to the need of present day education system. ICT is use in our institution to fulfill the needs and requirements of students and staff.

6.4 Human Resource Management

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

The staff profile is available to the management of the institution. The head of the institution goes through the profile of every faculty and encourages him for his academic and professional growth. They are motivated to participate in various faculty development programmes.

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 performance assessment of faculty and staff is done through a feedback mechanism. Feedback of faculty from the students is taken at the end of the session. The principal keeps a watchful eye on the performance of the teachers and report to higher authority for necessary actions in order to maintain the quality in education and training imparted by the institution.

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

The institution is always ready to provide any help to its staff for their well being and satisfaction, whether it is monetary or moral and emotional support.

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

The institution has conducted various staff development programmes for skill up-gradation and training of the teaching and non-teaching staff. The experts from different universities are invited for skill up-gradation of the faculty members. The non-teaching staffs are also trained to improve their efficiency and performance.

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 vacancies of teaching and non-teaching staff are advertised in the daily newspaper as well as on jobs' websites. The applications are scrutinized as per the qualifications and experiences needed. Further an interview is conducted according to the norms of NCTE and affiliating university. For the salary structure and service conditions also the UGC and NCTE norms are followed.

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).

According to the revised norms of NCTE regulations 2014 there is no provisions of seeking services from part-time teachers.

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

The institution motivates its faculty members for their professional development. Whenever they require leave to attend any faculty and professional development programme the institution grants such leave. They are always encouraged to participate actively in various seminars, conferences and workshops at local, state, national and international levels. Library and free internet facilities to our faculty members are provided for such development.

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

Adequate space in the staff rooms is provided to the faculty members where they can pursue the instructional and academic works with ease and comfort. The staff members use computers with internet facility for their academic and professional growth. Separate toilet facility in hygienic conditions is available in the premises of the institution. Canteen and drinking water facility is also available in our institution.

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

The information related to our academic and administrative functions are available on our college website. The information is also available on the notice board for faculty, students and others. We have a grievance cell to register any complaint.

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

The workload policies framed by the university keeping in view the guidelines provided by NCTE and UGC are followed by our institution.

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

The institution motivates its staff members by rewarding them with bonus and increments as per their performance.

6.5 Financial Management and Resource Mobilization

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

No, the institution does not get financial support from the government as it is a self-financed institution. Admission fee is charged from the students.

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

No donation received

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

Yes, the operational budget of the institution is adequately met by the efficient financial management of the institution.

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

Budget allocations over the past five years depicted through income expenditure statements are attached in the appendices of the hard copies of SAR.

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

Yes, the accounts are audited regularly. The internal audit is done by the accountant of the institution who maintains the financial transactions of the resources. The external audit is done by the C.A. who visits our institution and prepares the audit report. The outcome of the last two audits shall be attached in appendices of the hard copies of SAR.

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

Yes, it is computerized. The institute with the help of the parent body developed a software for total computerization of its financial management. Currently, it is in the process of transition from partial computerization & manual.

6. 6 Best practices in Governance and Leadership

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

Governance and leadership of the institution is carried out by the managing committee and the head of the institution through their intelligent decision making power and administrative abilities. Responsibilities are fulfilled by the concerned staff members under the guidance and supervision of the head of the institution. There are various committees functioning with integrity and co-operation for the realization of the objectives of the institution.

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

NOT APPLIABLE

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

The institute is going to establish Internal Quality Assurance Cell (IQAC).

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

All the academic and administrative activities are performed keeping in view the goals and objectives of the institution. The academic session begins and ends in time. The results of the students in the annual examination are quite satisfactory and it ensures good academic and administrative atmosphere of our institution. There is a feedback mechanism through which our strengths and weaknesses are identified and the whole organizational structure of the institution serves its level best for the quality improvement and academic excellence in our campus.

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

The satisfaction of the students is our motto. We provide goal oriented guidelines to our students and create a conducive environment of teaching, learning and training. The examination results of the students reflect the quality of our academic programme. The timely session of the academic activities also ensures the effectiveness of the academic programme. The head of the institution supervises all the activities and provides productive guidelines and support to the students and staff very efficiently.

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

The managing committee and head of the institution are responsible to ensure the quality of its administration and financial management processes. The smooth functioning of the academic, administrative and financial system of the institution ensures the quality and effectiveness of these processes.

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

The institution identifies and shares good practices with various constituents of the institution by conducting meeting with the staff members under the leadership of the head of the institution at certain intervals of times. The minutes of the meetings are decided in advance and the problems and issues are discussed. The solutions and suggestions are shared among the members and they are implemented by all the constituents of the institution.

7.2 Inclusive Practices

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

Teachers are very much sensitized to promote inclusive education. This is the need of the hour to boost and motivate the different chunks of the society. Need based education is imparted to the students of all kinds under one umbrella. The pupil teachers are acquainted with the importance and significance of inclusive education in school curriculum.

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

The concept of inclusion and exceptionalities as well as gender differences and their impact on learning are well explained by the teacher in the class room as this occupies a significant place in our curriculum. Special lectures are also delivered on inclusive education.

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.

There are various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self motivation. An educational survey is conducted by the students in their community under the guidance and

supervision of the faculty members which fosters social interaction of our students. Seminars are organised on various themes in our institution in which the students of other institutions are also invited. Excursion is also organised in every session and it is also very much helpful for interaction with the society. The students are given some assignments to prepare and submit. Question Answer technique of teaching and learning also helps the students for their active engagement in learning and self motivation.

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

First of all the student teachers are imparted theoretical knowledge in this regard. After this they are motivated to know and observe the needs of children from diverse background and exceptionalities by visiting few schools.

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

The classes are held keeping in mind the special needs of the physically challenged and differently abled students enrolled in the institution. We are planning to build ramps to facilitate physically challenged students. Due attention is also given to fulfill the needs of differently-abled students.

3. 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 time schedule of the institution is prepared keeping in view the problems and issues of female students and staff. Due consideration is given in the matters whether academic professional or personal to married and unmarried women. We have a women cell also which deals with issues and complaints of women students and staff.

7. 3 Stakeholder Relationships

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

The institution is having its own website. Information about the institution are posted and updated regularly. The students, teachers, parents, are free to meet the principal, managing committee for any kind of suggestion, grievances etc.

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 data and information available to the institution form the basis of our action plan. The success and failures of various processes satisfaction and dissatisfaction of students and stakeholders are analysed in the light of vision, mission, and objectives of the institution. The problems and reasons of failure and dissatisfactions are identified and necessary actions are taken to maintain and improve the quality of the institution.

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

The feedback from students are received at the end of the session which is very important for desired modification in the academic and administrative structure of the institution. The professional community visits our institution off and on and gives feedback of the academic atmosphere of the institution. The viewpoints, feedback and suggestions of the alumni and stakeholders are welcomed by the institution. These people are also free to share their ideas, thoughts and feedback on the website of the institution.

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

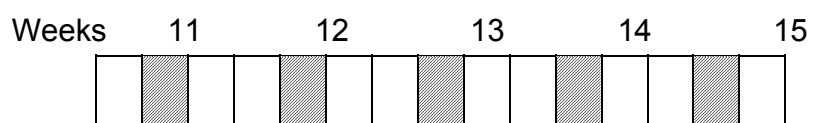
NOT APPLICABLE

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

33

institution?

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



Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
Admission and Orientation																																				
Theory																																				
Tutorials/ Seminars																																				
Sessional Work – Tests & Assignments																																				
Practical Work																																				
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																																				
Practice Teaching/ Internship																																				
Co-curricular Activities																																				
Working with community/ project work																																				
End-Term Examination																																				

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

D. 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: NALANDA

Date: 22/02/2017