

PART – II EXECUTIVE SUMMARY:

Part II The Evaluative Report:

Executive Summary:

This is the summary of the Self appraisal Report prepared and provided by **Shivnath Singh Educational Mahavidhyalaya [SSEM]** which is going to be submitted before the NAAC committee for accreditation of our college.

This is exclusively prepared by our prosperous dedicated committee of our college which has been formed particularly for this conceptual duty by our principal with the concurrence of Management. It includes our Invaluable Faculty, Students and others.

Steering Committee members:

Mr. B. S. Sikarwar

Mr. Keerti Vardhan Singh

Dr. Ashish Sharma

Profile of the college:

We've been providing quality education and training in SSEM Since 2005. Each year we deliver several courses to the students from across India. It's also an exciting time to be part of SSEM. With the development of our new state-of-the-art 43000 Sq. Ft. Academic Block in over 8.67 Acres of lush green campus, we have ambitious plans to become one of the most innovative learning providers in the country. Helping to make SSEM - a leader in education!

Our years of experience bring you a staggering choice of courses, with a huge variety of career focused subjects and qualifications to start you on the right career path. Our dedicated and highly qualified teaching staff is committed to ensuring every learner develops to their full potential! Good teaching, learning and good student supports are just some of the strengths of SSEM. Our College is a friendly, welcoming place to study with a good reputation for offering outstanding support to our students in all areas of College.

About the Trust

This college is run as an outstanding institution by “**Kamadgiri Shiksha Evam Samajik Sansthan**” which is registered under the Indian Societies Act.

To be an outstanding institution providing an environment for research oriented learning in field of Education by means of world class facilities, labs , experts and industrial exposure ensuring excellent placement opportunities for its students. We are committed to excellence in scientific education, research, development and techniques for improving the effectiveness of an individual with a holistic concern for environment, ethics society and mankind.

Objectives

The era of globalization has compelled the world to be a much smaller place to play with. The attribute has certainly led to many new opportunities emerging from every corner of the planet. Shivnath Singh Educational Mahavidyalaya (SSEM) offers new generation career courses that empower the individual with cutting edge, skills in latest techniques and logistics thus enables the students reap the growing potential in the international science arena.

Vision

Shivnath Singh Educational Mahavidyalaya (SSEM) strives for nurturing the potential of students by designing and delivering current, relevant and creative learning inputs. This is to achieve excellence in academics and to create socially responsible citizens. We are committed to shape global leaders and entrepreneurs, who create sustainable and fulfilling environment to the society and to provide high quality value-based education to younger generation through a synthesis of science & technology and mould their character that their earnest endeavor to achieve progress and prosperity in life is matched by an ardent desire to extend selfless service to the society.

Mission:

- Design and deliver learning inputs that are on par with global standards.
- Interface with business organizations, universities, research institutions, government and non government organizations. Design current, relevant inputs to transform students into entrepreneurs, employable and socially responsible citizens.
- Promote innovation and research in various areas of education by way of interfacing with various funding organizations, universities and other research institutions.
- Provide equal importance for academics and individual development among students . Academics are supplemented with extracurricular and co-curricular activities.

CRITERION WISE ANALYSIS

Criterion - I Curricular Aspects



- 1. Curricular Design and Development**
- 2. Academic Flexibility**
- 3. Feedback on Curriculum**
- 4. Curriculum Updates**
- 5. Best Practice in curriculum Aspects**

Criterion :1:CURRICULAR ASPECTS

1.1 Curricular Design and Development:

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

Objectives of the Institution:-

1. To produce sincere and dedicated teachers to teach at higher secondary level.
2. To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.
3. To prepare the students for implementing their innovative techniques and ideas with proper training at secondary and higher secondary level.
4. To motivate the students for solving their problems related to education with the help of research process.
5. To make the students academically competent teachers along with both teaching as well as knowledge skills.
6. To develop proper training methods like as hard-work and discipline among student-teachers.
7. To realize their full roles and responsibilities as a teacher inside as well as outside the class room.
8. To transfer the students into good citizens with citizenship qualities like patriotism and tolerance.
9. To train the students to give guidance and counseling to school students.
10. To train the students to develop ICT learning materials at higher secondary levels.
11. To create awareness about the contribution of natural resources and to face horror ecology.
12. To build leadership qualities and organizing skills of future teachers by making them along with extra-curricular and co-curricular activities.
13. To facilitate the students for the expression of their creativity.
14. To encourage the students to make best from waste and to prepare effective teaching aids.
15. Developing the leadership and personality of the trainees.

1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, Alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies)

- 1) The institution is to provide Co-education system and it is affiliated to Jiwaji University, Gwalior. The syllabus followed is as per by the board of studies.
- 2) Based on the needs of the student and society, the curriculum is developed by NCTE/University.
- 3) The feedback is obtained from the alumni and faculty members. The new teaching methods may be included depends on the feedback.
- 4) The academic schedule of the college is connected along with the institutions goal and their objectives.
- 5) We have approach the academic body of university for further modification and innovation
- 6) By considering the needs of the situation, we will suggest the modifications for syllabus.

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

- 1) ICT occupies the most important place in the teaching learning and evaluation process.
- 2) Basic human approach in teaching, education methods, media presentation and computer aided learning electives like environmental education are followed.
- 3) The faculty members of institutions are encouraged to attend the various Training Programs, Paper Presentation, Seminars, International/National Conferences and Workshop to know and develop their knowledge on the activities.

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

- 1) The curriculum syllabus contains of elective papers which consist about the national issues and challenges
- 2) National issues have been discussed and explained to the trainees through the group discussion. The college organizes co- curricular activities like Blood Donation camp, International women's Day etc. The trainees themselves take responsibilities of the entire programme.

Environment:

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

Value education:

We undertake efforts towards excellence in education. The first half an hour in the beginning of the day is devoted to strengthen and encourage value education among the trainees.

ICT:

It is the abbreviation of Information and Computer Technology which includes various modern teaching aids. ICT is must in every institute of higher education. The college has acquired ICT aids such as, OHP, Video-Audio System, Internet Computer Lab, Digital Projector etc. The library books are going to be computerized soon. The Teachers use the ICT in their teaching work. The trainees also view the specimen of ppt.

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

Yes. For example, the projector, OHP, internet facility provided in our institution is helpful to look into the designs of different curriculum, in aspects of teacher education. We use ICT for communication like Fax, Email, etc. for collecting data to use in the planning.

1.2 Academic Flexibility:

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

Micro-teaching method plays a vital role in providing knowledge and practice in the important skills like introduction of a lesson, explanation, stimulus variation, use of black-board, probing questions and skill of demonstration.

Micro-teaching method should be able to following objectives:

- Have an understanding of microteaching as a skill oriented to integrate theory and practice for reflective teaching.
- Establish the value of micro teaching in reflective teaching.
- Identify how feedback is crucial in reflective teaching.

Concept of Micro-teaching:

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee

1. To teach a single concept of content
2. Using a specified teaching skill
3. To a very short number of pupils

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

- A rigid calendar is not followed in the operational curriculum. Corporation schools, Matriculation schools, Government and Government-aided schools are provided for practice teaching.
- The time of teaching practice is fixed which provided to the trainees depends on the availability of the schools. Depending on the availability of resource persons the training schedule is changed. Depending on the availability of pupils from school and resource persons for demonstration class changes are made in the time-table.

- The institution gives varied learning experiences both in the campus and in the field work to the trainees which follow under here
 1. Seminar
 2. Assignments
 3. Preparation of TLM
 4. Assignment work (Term paper)
 5. Book review
 6. Blue print creation
 7. Self study literature
 8. Report writing of different activities
 9. Group discussion
 10. Co- curricular activities (like a sports, National and Religious festival calibration)

1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (Verbal & Written), ICT skills, Life skills, Community orientation, Social responsibility etc. during last three years the institute has organized various programme for this purpose.

- ❖ Training is given to B.Ed. students in the following aspects
- ❖ Personality Development
- ❖ Leadership Quality
- ❖ Spoken English
- ❖ Communication skills
- ❖ Hand writing
- ❖ Art and Craft

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

Interdisciplinary/Multidisciplinary

B.Ed. Syllabus is prescribed by the affiliated University. It consists of six papers, which is divided by three core papers (Compulsory), two optional papers and One Elective paper. The Three core papers are common to all. The major subject studied in UG is the first optional and allied subject Hindi/Urdu/Sanskrit/English is second optional.

Multi-skill development:

The objective of the syllabus is to prepare a full fledged teacher to meet the demands of the changing society. Hence our curriculum contains multi skills, in which our trainees are given maximum exposure and training. For Students, Co-curricular activities offered for multi-skill development.

Inclusive education;

No Students are selected for B. Ed. course who are physically challenged and visually challenged students.

Practice teaching

It consists of 40 days for practice teaching. It is necessary to complete B.Ed., course. No one is given exemption from the practice. Those who completing teaching practice will only be considered for the award of B. Ed. degree. Hence necessary measures have been taken to ensure the systematic practice.

School experience / internship

Teaching experience is used to form the core of B.Ed. The trainees not only handle the regular teaching classes but also handle free coaching classes during teaching practice and train the pupils to improve communicative skills in English language. They are taking 40 days for teaching practice in Schools for Internship training.

Work experience /SUPW

SUPW/Work experience is the one of the important aspects in curriculum. The following activities are included for work experience:

- Book binding
- Envelope making
- Making objects from waste material(wealth from waste)
- Paper cutting for decoration
- Jam and pickle preparation

1.3 Feedback on Curriculum:

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

- ❖ The feedbacks are received from the Student, Practice teaching schools,
- ❖ Faculty staff members through questionnaires format.
- ❖ Received feedbacks are analyzed and corrective actions have taken.

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

The analyzed feedback taken into consideration for the corrective actions and implementation of actions given to a specific team under the supervision of head of the department which will be monitored by Internal Quality Assurance cell.

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

The BoS is responsible for the curriculum development. All the subject teachers forward their suggestions to the university. The teachers also put forward their suggestions and observation about the current curriculum whenever they attend seminar conference workshop etc.

1.4 Curriculum Update:

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

Our curriculum activity is associated by NCTE and regularly updated by the University. ICT has come up as a special subject and Computer education is an important and popular elective paper.

Students are satisfied with the changes. They are confident that the new curriculum is to be helpful in their teaching in the schools & colleges.

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

Need assessment:

The assessment strategies maintained by the institution for curriculum revision and update for future requirements.

Student input:

The student inputs are the suggestions and feedback collected by students to make necessary actions.

Feedback from practice teaching schools:

The feedback by teaching school is giving the performance of Students by head of the school for their effective teaching and observing.

1.5 Best Practices in curricular Aspects:

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

- B.Ed., Students have to prepare projects on the problems related to their personal issues like institution and class room.
- Trainees are given training in Power point presentation and Audio-visual equipments like OHP, LCD, Projector and other electronic equipment.
- To prepare individual projects on problems related to the teaching-learning process.
- Resource persons are invited from university departments and other institutions to enhance the student's research activity.
- We arranged seminar presentation in conference hall every last day of week.

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

The college has installed broadband facility for giving practice in browsing, searching for the students. The computer training course is also framed according to the curriculum. Students are assessed and evaluated after training.

- Multi-skill development Training
- Inclusion of value added courses
- Active Learning
- Updating of curriculum through feedbacks
- Implementation of actions by internal quality assurance cell
- Campus Development
- Extension of library activities
- Monitoring the student during their teaching
- Effective evaluation depend by teacher educator



Criterion - II

Teaching learning and Evaluation



- 1. Admission Process and Student Profile**
- 2. Catering to Diverse needs**
- 3. Teaching Learning Process**
- 4. Teacher Quality**
- 5. Evaluation Process and Reforms**
- 6. Best Practices in Teaching, Learning and Evaluation**

Criterion :2: Teaching Learning and

Evaluation 2.1 Admission Process and Student

PROFILE:

2.1.1 Give the 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?

Admission process of the B.Ed. course is done by the Centralized Admission cell constituted by the JIWAJI University, Gwalior.

This cell determines the criteria and procedure for B.Ed. admission every year. Our Admission process is transparent. The merit list is displayed and student's choice of place and subject are also made known.

The university gave advertisement in the newspaper and on website and the admission process has begun online. The merit lists are prepared on the basis of the academic achievements of the student in the graduation and the government policy of the different reservation categories. All admissions are granted by the university in accordance with the approved policy.

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

Advertisements for the programmes are released in the newspapers with relevant details such as entry qualifications, duration of study etc. A Prospectus indicating detailed admission process and eligibility criteria is given to the prospective students with the Application Form.

Since our college is affiliated to Jiwaji University, the university has planned to adopt online process of admission. It also provides the information about the new process on the university website.

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

Our Institution has formed an Admission Committee, with Eligibility Norms for Admission, based on:

- Marks
- Community
- Disability.

The Principal monitors and communicates the decisions of admission to the Management, as per the Eligibility Norms.

All the admissions are granted by the Centralized admission cell of the University. The process is monitored by the university regulatory body.. Head of each institute along with a senior teaching and non-teaching staff member remains present at the admission camp. They verify each admission by checking the merit list and all original documents.

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

The institution always tries to respect the individual traits of the students in respect of language, cultural and religious backgrounds. Individuality is looked as assets rather than hurdles. The exchange that takes place among the students of diverse backgrounds is more helpful for the development of the student's personality. Atmosphere of cordial relations are maintained throughout the year to make the students feel homely environment.

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

Yes, For assessing student knowledge/needs and skills before the commencement of classes, Introductory session are taken. In orientation session they introduce themselves and give details about their hobbies, special skills etc. they are asked to show their skill in the assembly room.

2.2 Catering to Diverse Needs:

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

A number of programmes are designed to achieve the goal of development of the students according to Vision and Mission of the college. The programmes are organized throughout the year.

Faculties are accessible to the students .Whenever they have doubts they can approach the teachers to clarify their doubts. Democratic atmosphere prevails in the college. Tutorial system is being followed and teachers take care of their wards. Their Professional and personal development are taken care by the tutors Canteen, hot water facility and hygienic surroundings are available. Rest rooms are available separately for Boys and Girls.

Following programmes are organized to create suitable atmosphere for the around development of the students:

Celebrations, Sports day, Teaching Aids Workshop, Social Gathering, Tree Plantation, Visits, Cultural Programmes.

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

Institution provides objectives and value based syllabus to the students as per university syllabus for teaching learning process.

- A. Academic / Theory work completed within stipulated period a schedule of teaching learning programme carried out.
- B. For values diversion creates awareness among the students by co-curricular activities and extra-curricular activities.

Some cultural programmes are held in college like drama, singing, competition etc.

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

The students participate in social activities, community activities. These activities are sought with view to develop them into responsible citizen. The social community activities are.

- Tree plantation
- Blood donation Camp
- Rallies (about awareness of social problem.)
- Group discussions are organized time to time.
- Students centered techniques are taught.

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

An academy of the faculty has been setup in the institution to record the intellectual development of the faculties. It consist of the participation by the faculty in various programmes, at various work-shops, refresher courses, orientation programmes, article publishing etc. Besides they have been trained to be proficient in interviews, teaching, guidance of lesson, corrective suggestions etc. to ensure that the teacher educators are knowledgeable.

Helping nature of teachers for disadvantaged, handicapped, low achievers, ailing students, women trainees with babies etc. ensure that the teacher educators are sensitive to cater diverse student needs.

After receiving the innovative technique in relating subject, the teacher educators use it in class room needs of the students time to time. And then the institution ensures him.

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

Counseling is given to identify the psychological factors that influence learning process. Action research is carried out individually and in groups. Action research have done to study the problem of students. Case study record is maintained by the student trainees to record the details of particular student. Students participate and present papers in seminar, conferences and workshops conducted by other institution, Micro Teaching, Practice Teaching Sessions and Dissertation help the student to enrich knowledge skills.

2.3 Teaching learning Process:

2.3.1 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.)

Active learning is an essential part of B.Ed. syllabus. In order to make the students active and participative in the teaching learning process different methods like Symposium, Seminar, Workshop and Discussion are adopted by the Faculty. Subject Boards is another way to engage the students in self learning. Manuals of these Boards reflect the efforts taken by the students to acquire knowledge on their own. Wide use of library is still another way to make learners active. Micro- teaching, practice teachings, Team teaching, Internship are other programmes making the students active learners for B.Ed. course.

The institution engage students in active learning by Educational Magazines, News papers, Journals Catalog, OHP, LCD, projector, computer, internet, etc.

We have computer lab having 30 computers available for the trainees. They make use of the lab for practical lesson preparation. Internet is also available with broadband facilities provided for the trainees. The horizon of the trainees are extended with the help of the ICT facilities available in the institute. The trainees themselves plan, prepare and manage seminar in their own class. They take part in workshop of various lesson planning, blue print and question paper preparation.

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

The institution make the student centered learning as following activities are organized such as seminar, workshop organized by students.

Assignments and seminars are given for students to prepare the topics on their own. The list of participatory learning activities adopted by the Institution is

- Preparing assignments
- Presenting seminar papers
- Preparing computer assisted instruction packages
- Projects/action research
- Co-Operative learning

We have shifted to student-centered-pedagogy with the active participation of students in project works, field trips, and discussions.

Following participatory activities are adopted.

- Use of ICT as a teaching aid and lesson are prepared on PPT.
- Book review, action research & psychological testing.
- Blueprint and question paper preparation.
- Activity for creative expression.

Above activities contribute to self management of knowledge development, skills formation in students and provide requisite platform to students to become confident and self reliant. Exhibitions based on various subject and practical are organized which provides platform to creativity and innovations of students knowledge and techniques.

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

For ensuring effective learning of student teachers, various methods and techniques are used. The different instructional approaches are given below.

1. Micro Teaching.
2. Programmed Instructions.
3. Models of teaching.
4. Discussion method.
5. Question Answer Method.
6. Demonstration.
7. Preparation of Teaching Aids.
8. Content cum Methodology.

Self-developed innovated approaches are used according to content of syllabus by mentor. Teacher educators develop transparencies, Journals and periodicals and latest edition of books which facilitates knowledge flow to students. Teachers also use the modern technology in practice lessons class seminars demonstration of skills and presentation of project etc.

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

The trainees get more theoretical knowledge about the models of teaching that can be used in the classroom effectively in the core paper, optional& elective papers

- Three Core papers.
- Two Optional papers
- One Elective paper

Apart from these Classes room sessions, Students get learning by Work Experience, Practice Teaching sessions, outward programmes.

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

The micro-teaching is vital part of B.Ed. syllabus. The micro-teaching programme is planned at two stages in the college where Ist stage as Theoretical and IInd stage as Practical. Separate work-shop are held to impart training in this important area.

Following Micro- teaching skills are provided at the college.

- Set induction Skill
- Questioning Skill.
- Black-Board Writing Skill
- Explanation Skill

The implementation of the programme is held in the following way.

- ➔ Explanation and demonstration of every skill given by the faculties.
- ➔ A batch of 15-20 students is allotted to each faculty to organize practice teaching skills in simulated situations.
- ➔ Every student is asked to give one lesson of each skills of each method offered by him/her. This way each student is asked to give 4 lessons in all.

The usual procedure is Planning–Teaching–Feedback–Re-Planning–Re-Teaching Re-Feedback.

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

Lessons given per day : Maximum of 4 lessons per day Lessons observed by

Teacher educators: 5 in each option

Lessons observed by

Peers : 4 in each option

Lessons observed by

School teachers : All lessons

Teacher educators and the school teachers observe the Trainees and the assessment is indicated in a profile Sheet. Students are given feedback individually both by the school teachers and the teacher educators.

2.3.7 Describe the process of block teaching/internship of students in vague.

(A) Block teaching:

Our college arranges Block teaching programme in identified school. 8 (eight) lessons are taken in block teaching

The following procedure is followed for block teaching:

- Dates are finalized taking in to consideration the academic calendar of college as well as schools.
- Permission is obtained from the schools.
- Units of teaching and time schedules are brought from school.
- Trainees are divided in to groups on the basis of methods and gender.
- Time table is prepared of each school, general and class-wise, by the groups of trainees under guidance of faculty members.
- Time table and content topics are allotted to trainees
- Guidance for planning and lesson is provided and lesson plans are approved.
- Trainees plan for co-curricular and academic activities for block teaching in various groups with their group in-charge.
- Block teaching programme schedule is carried out.
- Trainees give their practice lesson, which are observed by in-charge teacher educator as well as peer trainees.
- Written and oral feedback provided to trainees.
- Activities are also organized as per the schedule.
- Groups-wise reports are prepared and read in all group's common assembly in college.
- Feedback of trainees, schools and group in charge are taken.

(A) Internship:

As per university syllabus, College organizes internship programme of student teacher in identified schools for one week.

For the Internship program also, the above schedule works but the lesson are observed by school teachers and principals. Trainees work in consultation with the principal. Trainees handle specific administrative activities in school i.e. preparing daily book everyday, school register, filling up different forms

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

Yes, while framing the academic calendar the convenience of the school is kept in mind. We seek permission from the school and coordinate them for time to teach lessons that can fit in the school time table. The students consult the school subject teachers for unit or teaching portions, etc. Then we finalize the dates and get the units of teaching. The school staff also gives certain suggestions about what to teach? How to teach? This helps the trainees in planning. The feedback of the school staff of the previous year is brought to their notice during workshop session. The trainees feel encouraged and motivated.

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

The student used various teaching methods during practice teaching. Different teaching aids are also used by the student. During internship various programmes and activities are held in the concerning schools. Discussions with the school teachers also help them to know the needs of the students. Lessons are planned accordingly.

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

Computer lab is setup in the college to help students to adopt innovative techniques of teaching like OHP, LCD projector, computer, and internet. The students are given opportunities to make the use of technology. Our institution has many ICT teaching aids. They become familiar with these ICT teaching aids during the whole year. Some special session are arranged to give training for operating these ICT aids. Special guidance is available for trainees who want to give their micro, peer and stray lesson with the help of advance technologies.

Trainees are encouraged to give their annual lesson with the help of modern technologies. the trainees have easy access to the computer lab with latest software and internet facility.

2.4 Teacher Quality:

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

Yes, the practice teaching plan goes cooperatively with both of them. Plans are schemed by the School teachers for mentoring & teaching. During practice teaching the school teachers give suggestions to improve the methods and techniques of teaching. The mentor teachers help teacher-trainees to check lesson plans.

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

About 30 schools have been allotted for practice teaching by the CEO and the Corporation Commissioner. All the 100 trainees are divided according to the needs of the schools and subjects. As per the directions given by the Chief Educational Officer. The schools are allotted for the trainees. The ratio is approximately 1:3.

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

Feedback for performance improvement is provided in various ways. Cultural programmes, micro-teaching and practice teaching are the occasions to provide instructions. The instructions are usually given in writing in the practice teaching books. It includes:

1. Observation of student teachers lesson plans.
2. Suggestions about teaching skills.
3. Guidance about teaching aids.
4. Improvement for class teaching & learning activity.
5. Self confidence development.

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

The principal and teachers from the practice teaching schools guide the students regarding the educational needs of their schools. The institution authorities and faculties monitor this system.

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

To update themselves Faculty are intimated to attend Seminars. Faculty in turn informs the students about the innovations in the respective subjects of the trainees. The educational journals in the library are immensely helpful to the trainees to know the recent trends in the methodologies of teaching. Block resource Teachers are invited for workshop on innovative teaching methodologies like ALM. In this workshop student -teacher are trained to write lesson plan and update their knowledge in ALM.

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies by surfing:

- Internet,
- Magazine
- Journals
- News paper

2.4.5 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 faculties are encouraged to participate in state level and national level seminars, conferences and in workshops. They are also encouraged to contribute articles to the journals. The institutions also organize seminars at National level and State level.

Some Faculty members take part in orientation and refresher program, attend workshop and conferences and publish their research papers and books for their personal and professional growth. Some of the faculty members have completed Ph.D. in their respective field.

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

Yes, Institution has its own mechanism to reward and motivate staff members for good performance. The staff members are congratulated and rewarded for their commendable performance. They are also complemented for their positive contribution in public functions. Their achievements are published in newspapers.

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2.5 Evaluation Process and Reforms:

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

The Barriers to student learning are identified by the following methods.

1. Observation.
2. Peer Observation.
3. Discussion Method.
4. Question-answer Method.
5. By taking examinations like surprise test, oral communication.
6. Barriers are identified by mentor who keeps track of academic & personal development. Mentor drives information about the student through the data available on the performance of assignments, unit test.
7. After collecting information about lacking related to environment, infrastructure, access to technology and teacher quality they are communicated by the mentor or students to the principal of the institution.
8. Mentor communicates with students through the tutorial session and provides personal attention inside and outside of the campus.

Special counseling sessions are arranged and barriers are addressed by following ways.

9. Personal Guidance and Counseling.
10. Concept clarification.
11. Bilingual explanation and discussion.
12. Remedial teaching.
13. Provision of study material.
14. Revision of topic.
15. Conducting the seminar sessions.
16. Arranging workshop on current trends in Education.
17. Guidance about paper pattern.
18. Planning of trial test.
19. Enhancement in communication skill.

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

The institution follows continuous and comprehensive evaluation.

The evaluation is done through

- Oral interview at preliminary stage of the year.
- Written tests and examinations.
- Various competitions.
- Observation of practice teaching lessons.
- Observation of trainees overall performance and ability at block-teaching and internship.

Their talents are assessed through co-curricular and extra-curricular. Regarding written exam, we take terminal exam and preliminary exams. The university provides a scheme of evaluation of the stipulated tasks.

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

The result is displayed on notice board which gives motivation to students. Special guidance is provided after declaration of the first term examination. The students are grouped for holding various programmes and activities. They are given feedback regarding performance improvement after every event.

During curricular transaction, high achievers are given a chance to lead seminar, group work, work shop etc. while low achievers are given the proper assistance for active participation.

2.5.4 How is ICT used in assessment and evaluation processes?

ICT is used to prepare question banks, mark sheets, result sheets and internal evaluation sheets are computerized for evaluation processes.

2.6 Best Practices in Teaching -Learning and Evaluation Process:

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

1. Content cum methodology is used by mentor for teaching purpose.
2. There is a provision of internet facility for teaching faculty to get equipped with latest knowledge related to their subjects and activities.
3. Facilities are available to attend the conference, seminar and workshop to the faculty members to keep pace with new trends in education and information technology.
4. Faculty members are encouraged to participate in International and National conference and present their papers.
5. Institution motivates faculty in the research field to meet the needs of the society.
6. Faculty is encouraged to publish research paper in magazines and Journals.
7. The faculty members are motivated to take part in refresher, orientation programmes and short duration programme which are conducted by U.G.C.
8. Institution promotes self appraisal of teachers annually and forwarded to the parent society by the principal for further necessary action.

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

Before the commencement of academic year, a staff council meeting is held in which distribution of the work is done regarding compulsory, elective paper and co-curricular activities. Academic calendar and subject wise year planning is implemented by all mentors. The distribution of marks regarding internal assessment and theory papers, final lesson plain are communicated with the students.

Academic calendar is displayed on notice board which provides information about co-curricular activities for the whole year.

Instructional timetable regarding theory papers, co-curricular activity, is displayed on the notice board. The institution has well equipped media facilities. The mentor teachers use LCD, OHP for instructional purpose for the better communication process.



Criterion – III

Research, Consultancy and Extension



1. **Promotion of Research**
2. **Research and Publication Output**
3. **Consultancy**
4. **Extension Activities**
5. **Collaborations**
6. **Best Practices in Research, Consultancy and Extension**

Criterion :3: Research, Consultancy and

Extension 3.1 Promotion of Research:

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

The college motivates its teacher to take up research in education in number of ways:

- i) The staff members get the facility of adjusting lectures & lesson observation, for their research work.
- ii) Teachers are given relaxation in their duties for their research work.
- iii) The management and principal always inspire & reinforces the faculty members in their efforts of research work.
- iv) To facilitate research work, available of broadband connection is provided for all teachers.
- v) Staff members are encouraged to participate in such research workshop and seminar.
- vi) The faculty members are encouraged to present their research papers in international and national conferences and seminars.

3.1.2 What are thrust areas of research prioritized by institution?

The thrust areas of research prioritized by the institution are as follows:

- i) Quality in Education.
- ii) Health & Hygiene.
- iii) Social Problems in society.
- iv) Innovations in education.
- v) Environmental education.
- vi) Psychology of education.
- vii) Women Education.
- viii) Study habits.
- ix) Reading & writing abilities.

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

Action research is conducted and encouraged in the institution for solving the problems of the students. As a result of that learning becomes easy for them and their problems are solved in a short period. Institution conducts action research in the field of learning difficulties in various subjects, group activities of students, Health problem, etc.

One supervisor is allotted for 10 to 12 students to guide action research. Students consult to the school teachers. The students come to know about certain academic problem of the students from the discussion with the teacher and students. These problems are chosen for action research which is practically implemented in schools and report is submitted to the college in March-April. In this way action research carried out every year at School level.

3.1.4 Give details of the Conferences / Seminars / Workshops attended and / organized by the faculty member in last five years.

Sl. No	Year	Organized	Attended
01	2014-15	03	12
02	2012-13	02	08
03	2011-12	02	07

3.2 Research and Publication Output:

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

Instructional Materials and Lesson Plans have been developed for various subjects. Best Assignments are retained in the Course Files for reference. Library is completely Automated and equipped with various diversified topics. OHP, LCD and Slide projector are being used to increase ability of students Non projector aids like Flash cards, Matching boards ,working models, Non working models, specimens, charts Teaching-Learning Materials/CDs are used for the working students

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

Facilities available with the college for developing instructional materials are:

- i. **Computer Lab with Broad band internet facility:** This is useful for reference Search engine.
- ii. **Library and Reading Room:** More than required number of books and journals are useful for preparing instructional material with the seating capacity of 50+ students.
- iii. **Conference Hall:** The trainees use Conference Hall whenever they need. The trainees use the conference hall at any working time.
- iv. **Psychology Lab:** We have active psychology lab. The researchers do their psychological experiment in the psychology lab.
- v. **Information Technology Lab :** Our Institution has a facility of ICT. The students are access to on line research information fast and easily.
- vi. **Science Lab:** Well equipped.
- vii. **Arts & Crafts Work Shop :** Our Institution has a Well equipped Arts workshop with equipped facilities..
- viii. **Language Lab :** Well equipped Language Lab with Digital Communication Software for Conversational practice

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

Yes, The College has generated and developed several ICT/technology related instructional materials during the last years-to mention a few:

1. OHP sheets
2. Slide Projectors
3. Digital Projectors
4. LCD TV
5. Computer with Assisted requirements
6. Materials for Computer Assisted Instruction.

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

- a) Organized by the institution.
- b) Attended by the staff.
- c) Training provided to the staff.

Attempts are being made by the institution in this regard.

3.2.5 List the journals in which the faculty member has published papers in the last five years.

We are in process of publishing articles & papers in journals with our efficient team of faculties & students.

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

No, there are no awards, honors and patent received by the faculty member.

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

All though the faculty member are involved in research at their own levels but no major or minor research project is completed by the faculty members.

3.3 Consultancy:

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

No, our institution does not provide any kind of consultancy services.

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

Yes, Our Faculty members are competent enough to provide consultancy with regards to application of trigonometry in day to day life. They involve in and around Gwalior for Placements & through Online for other areas.

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

Not applicable. The management and the college philosophy is that, no revenue shall be generated through the consultancy services.

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

Not Applicable

3.4 Extension Activities:

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

There is a great emphasis on Social / Community service in the college. Such activities are as follows:

- i. As a part of Social Service the students are engaged in a number of social service programs. Activities included in Social Service programs are such: Testing of Blood groups, Adult Literacy, various social issues by dramatization, and many others.
- ii. Social awareness rallies are conducted.
- iii. Environmental awareness is carried out by means of tree plantation and visit to plant nursery.
- iv. Social awareness for cleanliness.
- v. Blood donation camps are organized.
- vi. On Holidays the infrastructure facility available in the institute are provided to the various other agencies of community for arranging meetings and other various and other programmes for which no charges are collected.

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

The institute is benefited in many ways from the community. For different kinds of programmes we get eminent speakers from the community to guide our students. E.g. for Health and Hygiene programmes we call upon different doctors or health related personnel.

Practice teaching is a compulsory part of B.Ed. training programme in our institution. From the communities we get the schools which need for practice teaching.

Schools provide opportunities to study various educational and social problems as subjects for research to the college for example Action research at B.Ed.

The samples for the research are provided by the school and society to research scholars and faculty member.

Alumni provide various types of help to our institution.

Some books are donated by the community to the library.

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

- A. Visiting orphanages and old age homes to give programme.
- B. To create awareness about the traffic regulation.
- C. To inculcate the necessity of cleanliness and
- D. To create awareness about the environment and pollution.
- E. Health awareness campaign and Two wheeler trainings are provided

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

We had completed the micro survey projects done by our students for their development.

- Dr. Mrs. Upasana Mathur conducted “A Study on Health Awareness” among the People Gwalior.
- Mrs. Kalpana conducted “A Study on computer Awareness” among the B.Ed. students.

We take several community development programme like Adult literacy mission, environmental awareness programme.etc.

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

The curriculum of B.Ed. and the value frame work of the college reflect social and citizenship values there for our daily routine work includes various programme for inculcating above values and skills.

- i) Daily assembly which includes prayer, national anthem, news reading and some value based stories.
- ii) Different cultural activities are conducted on every month.
- iii) Celebration of national festivals (Independence Day and Republic Day) in the college helps in inculcating citizenship values.
- iv) Observance of anniversaries and other festivals in the college.
- v) The syllabus include social services programme, SUPW, Adults literacy programme displays citizenship values, moral thoughts and skills.
- vi) Our institution has organized, One day as a programme of yoga, on that day our trainees attend this programme and enjoyed it very much.
- vii) The annual function also celebrates every year by the institution in the month of February. To development of social values Environment values, cultural values, historical values etc..

Our institution organized the sport day and we planed different types of games like Gymnastic , Kabaddi, Kho-Kho, Volleyball and other activities.

3.5 Collaborations:

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

No, We have linkages with Regional Consultancies only for Placement and Creative activities only.

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

No, The institution has not established any linkages with the international organizations.

3.5.3 How did the linkages if any contributed to the following?

Linkages at local national and international level have contributed to the following.

- i) Curriculum development:** Curriculum is designed as per the norms of NCTE and revised as per the guidelines from time to time.
- ii) Teaching:** There is widening of experiences through interactions with number of experts from visiting faculty or resource persons. This enhances teaching.
- iii) Training:** Trainings by the skill of teacher educators and student teachers.
- iv) Practice Teaching:** Training in making of teaching aids with help of ICT helped the students' teachers to improve their practice teaching.
- v) Research:** The conferences and seminars organized by various organizations are attended by the teacher educators which was helped to develop research attitude among them.
- vi) Extension:** The workshop organized in the institute have helped in optimum use of infrastructure and resources, and to motivate the teacher educators and student teachers for professional growth.
- vii) Publication:** The research papers of the faculty member are published in the proceedings of conferences organized by different organization.

3.5.4 What are the linkages of the institution with school sector? [Institute – school – community networking]

The college has established linkages with community

- i) Schools are available for practice lessons.
- ii) The schools provide ample opportunities to student teachers for study of various educational aspects for of school and administration during practice lessons and internship.
- iii) Schools provide subjects and sample population for various research or study related to educational or social problem such as practical, reading and writing ability, family climate and educational aspects.
- iv) Student teachers also conducted various competitions, cultural activities, environment awareness programmes for school children.

Thus the student teachers learn about the community from the school and create awareness among school children about community.

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

- The design of practice teaching is done with the consultation of school authorities and teachers.
- The permission for practice teaching is granted by the Chief Educational officer for Government schools, by the Commissioner of Corporation for Corporation schools.
- The duration of practice is fixed with the concurrence of the schools concerned. The portions to be covered are received well in advance. The lesson plans and teaching aids are prepared under the supervision of the teacher-educator.
- During practice-teaching, the trainees are monitored. Instructions are given by the guide teachers at schools. They are also supervised by the teacher educators regularly during practice teaching.
- The teaching methodology is observed and evaluated by both the guide teacher and the supervisor in the profile meant for observation of teaching practice. The necessary comments are given by them.

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

The faculty collaborates with school and other college or university faculty as follows:

- Teachers are invited to give demonstration classes to B.Ed. students.
- Head masters, experienced school teachers, and professors' from other institution and Universities were invited to deliver lectures in seminars and workshops organized in the Institution.
- Research Consultancy is obtained from field experts.
- Our faculty members provide consultancy and acts as resource person for various programs.
- Our faculty members participate in faculty development programs organized by other institutions and Universities.

3.6. Best Practices in Research, Consultancy and Extension:

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

To enhance quality of research:

- i) The college provides easy access to books, internet resources, good infrastructure facilities, good technical assistance.
- ii) Creating awareness of importance and need of research for professional opportunities.
- iii) Motivation for research by the Management & Principal.
- v) Broad Band internet facility is provided in the institution for enhancing research.
- vi) Reference books, research journals and periodicals are made available.

As part of Consultancy and extension activity:

- i) The college conduct consultancy for school teachers and colleges through consultancy is provide regarding evaluation in education, literacy, health and hygiene, technology in education, etc.
- ii) This has also helped to upgrade the qualifications of the local/rural population and make optimum use of the college infrastructure and resources.

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

- i) Consultancy service provided to school teachers for using teaching aids.
- ii) Number of social service programme E.g. Blood donation camp programmes.
- iii) Maximum utilization of infrastructure of the institute for self as well as community welfare.



SSEM - III

Criterion – IV

Infrastructure and Learning Resources



- 1) **Physical Infrastructure**
- 2) **Maintenance of Infrastructure**
- 3) **Library as Learning Resource**
- 4) **ICT as Learning Resource**
- 5) **Other Facilities**
- 6) **Best Practices in the Development of Infrastructure and learning Resource**

Criterion: 4: Infrastructure And Learning

Resources 4.1 Physical Facilities

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

Yes, we have the required Infrastructure as per the NCTE norms which has been detailed under here

Facilities	Seating capacity
Multipurpose hall	200
Class Room	50
Seminar hall	100
Psychology lab	30
Educational Tech	20
Lab	
Physical science lab	20
Biological science lab	15
Computer language lab	20
Computer lab	20
Library	30
Sports room	05
Principal room	05
Staff Room	10
(Gents & Ladies)	
Rest room (Gents & Ladies)	15
Art & Graft room	10
SUPW	10
Office room	10

Purified drinking water at each floor is available. In addition there is a deep bore well in college campus to maintain uninterrupted water supply for the college. The College has enough furniture and equipments. Every year the management allots funds for the maintenance of building.

The master plan of the college campus indicating the existing building is given in appendix.

The college has adequate number of classrooms and all the classrooms are large, adequately ventilated and have basic facilities such as fans, lights, furniture, and black boards. There are laboratories, as per syllabus, these laboratories are Educational Technology lab, Computer lab, Science lab, Psychology lab etc. All these labs are well stocked with physical tools, and apparatus. All laboratories are very well set up. The college stocks a good number of text books, reference books, used by the students and faculty both. Library is fully-computerized with other facilities like Photo-copier and Internet facility. The college has computer laboratory for the use of students and staff. The college has seminar hall and assembly halls for organizing academic programmes, conferences, seminars, symposia and co-curricular and cultural activities. Play ground is available in college for students & staff. College has the facilities for outdoor & indoor games for students and staff. Adequate Toilets/ Wash room are available in college for girls and boys. (Master Plan of Building is Enclosed Herewith)

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

The College is run by Kamadgiri Shiksha evam Samajik Sansthan, where the development of Infrastructural requirements is done by the Society out of its resources to meet the need for augmenting the infrastructure to keep pace with the academic growth.

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

The infrastructures such as Playground, Vehicle Parking Space and Assembly Halls are shared by sister Institutions within the Campus. As far as the infrastructure is concerned the college itself is self sufficient. There is no need for sharing with other colleges. On Sunday and holiday the college building is used to conduct entrance, competitive examination, and other examinations. At times playground and multipurpose halls are used for organizing various sports and cultural activities.

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

The College has developed good 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.)

4.1.5 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

No, the institution does not have hostel facility for boys and girls.

4.2 Maintenance of Infrastructure

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

The budget allocation and utilization in the last five years for the maintenance of the following issues are as under

Sl.No	Criteria	2014-15	2012-13	2011-12
01	Buildings	500000	350000	200000
02	Labs	50000	50000	50000
03	Furniture	30000	30000	35000
04	Equipments	25000	25000	25000
05	Transports	500000	500000	400000

We have utilized almost 100% of the budget allocated for maintenance.

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

Keeping in view of the syllabus of the university and N.C.T.E norms, the academic calendar is prepared for the optimum utilization of the infrastructure facilities is done. Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities.

We had maintained the registers for the laboratories, Transportation vehicles and other mobile goods. For maintaining the Campus building with Routine Cleaning & washing, we keep them as safe with security. We monitor the no. of students to visit the Library every day. And also total no. of students who use the Computers, Internet are monitored to ensure that the available infrastructure is optimally utilized.

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

Environmental issues are associated with the infrastructure have been handled carefully by the students & staff of the college. The institution has wide windows that allow sufficient sunlight into classrooms and other rooms. All the lecture halls and rooms are provided with proper ventilation and lighting arrangements and have fans.

The institution has formed environmental committee which educates the students and others for the benefits of keeping the campus beautiful and pollution free. The institution makes sure that the surrounding area and the atmosphere are maintained suitable for all curricular and co-curricular activities and are conducive for teaching and learning. The college building is kept clean and pollution free. Every year programmes of Tree plantation is organized by the college. Student and staff of the college are strictly informed not to use plastic bags. To inculcate environmental awareness amongst the pupils & staff various seminars/symposia have been organized by the college. In the beginning of the academic session, the faculty members orient the students regarding the importance of keeping the premises clean by making use of dustbins, avoiding litter and garbage through proper disposal of sanitary napkins, food wrappers and left over food. All these aspects are emphasized in this orientation to develop proper habits in personal hygiene so as to maintain clean healthy environment in the campus. Medicinal plants and herbs like adulsa, aloe vera and tulsi have been planted to create awareness regarding the importance and usefulness of these plants. A variety of potted plants are maintained that enhances the aesthetic sense of the teacher trainees and creating awareness among them to keep the environment beautiful.

4.3 Library as a Learning Resource:

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

Yes the institution has a well qualified librarian and sufficient technical staff to support the library. The library collection is well organized with fully Atomized Bar-coding system.

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

The following library resources are available to the staff and students. The details are as follow:

Sl. No	Library Details	Numbers	
01	zines	Books	7813
02		Titles	1023
03		Journals	25
04		Magazines	10
05		CDs & DVDs	50
06		Newspapers	05

Audio visual Teaching learning resources.

1. Interactive white Board - 1
2. OHP - 2
3. OHP screen - 2
4. TV - 1
5. CD/DVD Player - 1
6. Tape recorder - 1
7. Audio system - Available (Mike, Amp, Etc)
8. Portable Mike - 1 (Speaker)
9. Digital camera - 1
10. CD`s/DVD`s Blank - 10
11. LCD Projector - 2
12. Digital video Recorder - 1

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

Yes. We have a Library Committee to review the various processes. The Library committee consists of members. The librarian and other three are the senior faculty members. Some of the responsibilities:

1. Suggestion for improvement of library services
2. Suggesting necessary infrastructure like books, furniture, computers, almirahs to the library.
3. Suggesting purchase of library books and journals
4. Annual stock verification
5. Request for digital computerization of books for easy access & returns.

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

Yes, Our library is fully & totally computerized with Barcode Access with Library management system on Book entry, Book Issues & Returns, Location of Book & Various data backup on Date-wise, Month-wise.

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

Yes, the library has Computer facility, Internet facility and online access facility for E journals. These facilities are available from 10.00 AM to 5.30 PM. for faculty and students.

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

No, DELNET Facility is not Available in the institution.

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

- Working days of the library is 235 days.
- Working hours of library is 10:30 AM to 5.30 PM.

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

New books and journals (new arrivals) are displayed in separate rack for the attention of staff members and students to acquaint themselves with the latest arrivals. Library has a reservation section, other than a circular is sent to about the new arrivals.

4.3.9 Does the institutions library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, Book bank available and students utilized the book bank facility.

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

Since we don't have these type of Visually challenged students & physically challenged students, we didn't avail of those facilities till now, planning for future

4.4. ICT as learning resources:

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

The institution has update computer facility and internet connectivity.

Teachers prepare computer – aided teaching i.e., power point presentation, general class room are permanently fitted with LCD and periodically classes are being taken using LCD projector and Interactive Board. Apart from power point presentation, OHP and slide projector is also used for teaching learning process. Interactive board is also used. Internet connectivity is available during the working hours. Students are permitted to use all the facilities through the day.

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

IT Literacy Training is given to the student trainees. The following skills are included. Booting in system, selecting an operating system and running a programme.

- ☞ Open files, save, and create a file.
- ☞ Windows operating system
- ☞ MS Office – Word, PowerPoint, and Access
- ☞ Creating graphic objects
- ☞ Scanning images
- ☞ Layout of documents for desktop publishing
- ☞ E-mail
- ☞ Attach files into e-mail sending and receiving FAX
- ☞ Logging onto Internet
- ☞ Opening a website
- ☞ Search Engines
- ☞ Selecting and Classifying
- ☞ Use hyperlinks for surf in the information web the information web.

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

In teaching in the general, class teachers make use of OHP and LCD projector. The demonstration lessons are pre-recorded and used for discussion sessions and Feedback. In demonstration lessons OHP and transparencies are used. Trainees are Encouraged to make use of the ICT in their lessons.

Educational CDs and movies are shown to the trainees to help them in their Teaching-learning process.

Internet connection is also available in our institution. The lecturers and the trainees use the facilities with profit.

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

Developing lessons plans: - Student teachers are developing power point presentations, models, charts, lesson plans, etc. and using the same during teaching-learning process. Also they make use of technology in searching content, arranging content, making models, etc. Enriching Content - For obtaining advance knowledge of the topic, that they have to taught in the Practice teaching schools. Lessons of Geography and History - For visual presentation of Historical events, Locating various places in the Map and Globe, displaying life style and culture of these places and so many innumerable reason. Lessons of Chemistry, Biology, and Physics and other methods are also developed using Preparation of teaching aids: The Student teachers use technology for preparing power presentation lesson plan and downloading flow charts, pictures, diagrams etc

4.5 Other Facilities:

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

The instructional infrastructure of the institution is optimally used as follows: The faculty and the trainees make use of instructional infrastructure for teaching learning process, co-curricular/ extra-curricular activities, review within and outside the institution. Video recordings, photography etc are also used.

The infrastructure is also used for practice teaching activities. This infrastructure is also utilized by the sister institutions.

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

Our institution has:

- Video cassettes showing demonstration lessons and cultural activities.
- Resource material related to content and current emerging subjects in CD-ROMs.
- LCD projector.
- Over Head Projector.
- Question Bank CDs.

The student teachers are encouraged to use these facilities in practice teaching by staff and principal. Faculty members use this material for guiding trainees. They use them in their lectures and demonstration lessons.

Cultural programmes are pre-recorded and shown to next year's trainees to encourage them. They are guided as to how to plan and execute co-curricular and extracurricular activities.

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

THE INSTITUTION HAS FOLLOWING LABORATORIES :

1. Physical Science Laboratory
2. Biological Science Laboratory
3. Psychology Laboratory
4. Educational Technology Laboratory
5. Computer Laboratory
6. Language Laboratory
7. Work Experience Room
8. Mathematics Laboratory
9. Arts and crafts Resource centre.

Methods Lab:

Methods Lab is a special room in which teaching aids, apparatus and essential material needed for conducting lessons of school subjects are kept. It is made available to the faculty members and students.

Teaching aids prepared by the students are also kept in all the labs. Our college has methods labs which is useful for all teaching subjects.

The institution also has Psychology laboratory, Science laboratory and Educational Technology lab cum Computer laboratory are the various general and methods laboratories available in the institution.

The institution enhances the facilities and ensures the maintenance of the equipment and other facilities periodically. The parent institution society undertakes the responsibility of building maintenance. The maintenance of computer equipment is done by local agency on yearly contract basis, which is decided by Management. Stock checking of each laboratory is done annually and the additional requirement for the next academic year is planned and requirements are sent to Management by college. The laboratory equipments are maintained by the technical staff.

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

- Seminar hall: It consists of 150 seating arrangements.
- Workshop: Departmental and general workshops are conducted for the development of the students
- Sports: The sports club is well equipped with all sports kits. A big Playground is available to conduct the sports events.

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

We have bulletin boards to exhibit information regularly. All the classes and General/prayer hall are equipped with electrical facilities. We can use OHP, tape recorder and other ICT equipments in all classrooms.

Our college has all the classrooms equipped with modern means of teaching, Learning and evaluation process

4.6 Best Practices in Infrastructure and Learning Resources:

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

The student teachers admitted to B Ed course are from different disciplines i.e. Arts, Science or Commerce. Keeping in mind the diversity of students' academic, social and psychological background and their special needs, attempts are made to provide relevant inputs for educational improvements. The teacher educators are aware that some teacher trainees need more efforts, more encouragement and special inputs. Faculties are following a model of Intuition by seeking the trainees for learning the methodologies. Various Kinds of Advanced techniques like Computers, Broadband, Printers, well equipped labs are to be effectively used.

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

Every year the students prepare and deliver two simulated lessons through power point presentation. This activity is compulsory for the students. Written, formal and informal feedback is given to the teacher trainee in the micro teaching and practice teaching.

The teacher educators use power point presentation for class room delivery system. The internet facility is extensively used by the staff and students to get information on related issues from the websites.

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

- LCD, OHP.
- Computer lab with 30 computers.
- Digital lesson prepared.
- Transparencies prepared and used.
- Video recording and demonstration lessons are in vogue.



Criterion – V

Student Support and Progression



- 1) Student Progression**
- 2) Student Support**
- 3) Student Activities**
- 4) Best Practices in student Support and Progression**

Criterion :5:Student Support and Progression

5.1 Student Progression:

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

The Interview is (Talent Search) scheduled after the students are admitted to the institution. The interviews are held to assess the general abilities of the students. These programme are to assess their interests, hobbies, communicative skills and pre-requisite knowledge.

Various programmes that are held during the whole academic year.

Following activities include:

1. Micro-Teaching Skills Workshop.
2. Lesson Planning Workshop.
3. Practice Teaching Lessons.
4. Social, Cultural, Sports & Other activities.
5. Introduction
6. Orientation programme
7. Seminar
8. Workshops
9. G.D.P.I.(group discussion and personal interview)

The assessment of the activities is done in the following ways:

1. Home assignment.
2. Term exam.
3. Practice teaching.
4. Annual lesson.
5. Observation.

Every Saturday, we organize different kinds of cultural activities. The trainees participate in the programme with excitement and enthusiasm.

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

The institution is situated in a natural surrounding far from the madding crowds. The environment is pollution free. There are gardens, lawns, flowers and plants etc in the campus. We have common ground for all the institutions. We have also a play ground. Trainees can work, read and prepare their lessons, submissions, teaching aids etc in a congenial atmosphere.

The premises, the garden, the lawns and the grounds are carefully and regularly cleaned up and swept. The college has employed a person on regular bases whose only job is to clean up the rest rooms and urinals.

The library facility is also available for reading before during and after college hour on working days.

The entire building has been constructed in such a way that there is free circulation of air and availability of the sun light during the day.

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

The dropout rate is very negligible for B.ed. course.

Year	2014-15	2012-13	2012-13
B.Ed	--	--	--

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

We guide for writing application, Resume etc. we also show them how to make application for getting jobs. We guide them to calculate merit scores. We encourage them to go for higher education. Information is provided for M.Ed. admission and studies. Students who complete P.G. degree, they are eligible to appear NET/SET examination and in research work like M.Phil, Ph.D. On the other hand our institution organize the guidance classes for various competitive exams.

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

Year/%	2014-15	2012-13	2011-12
Higher Studies	Awaited	65	50
Teaching	Awaited	80	90

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

Yes, our institution provides training and access to library & internet facility, Psychological Test etc.

Such trainings are provided to the trainees during the academic year of their study. After graduation, the trainees come to the institution occasionally. If they need any guidance, they come to the institute and we help them out. They are allowed to use the resources of the institution.

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

No, The institution does not provide a placement services as its primary work.

The College provides necessary information to all the candidates regarding various job opportunities in the field of education or other related areas.

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

Some schools do not share the requirement for faculty to maintain their secrecy and recruit teachers through internal resources. We only come to know about the vacancies of different post in schools through advertisement published in the news paper.

Various efforts are made to overcome these problem. Apart from practicing schools, placement cell tries to make contacts with the Principals or other authorities of private and public schools so that they may absorb our students.

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

Yes, the college forwards the data of various students teachers to various Teaching practice Schools and other private and public schools according to their requirements.

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

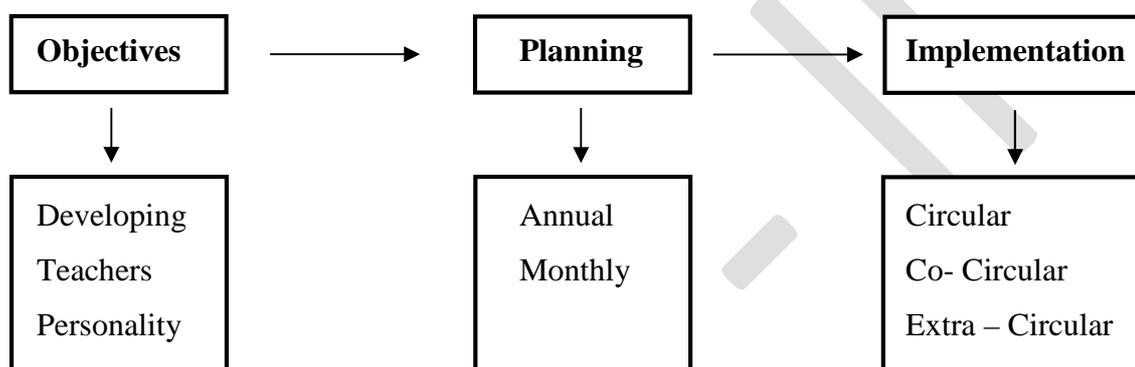
Financial support is given by the institution.

Institution provides computer, telephone and a staff for the functioning of placement cell. Also Institute involves in linkages with regional & government consultancies for Placement activities in and around city

5.2 Student Support:

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

The curricular (teaching-learning processes), co-curricular and extracurricular programmes are planned at the beginning of the session every year. The planning is objective based. Assessment of the programmes is done by various evaluation techniques.



Objectives of curricular activities: -

Development of Teacher's Personality as per following aims.

- Social commitment
- Knowledge commitment
- Student commitment
- Decision making
- Character development
- Leadership quality
- Creativity and innovation
- Discipline and good manners
- National integration & Brotherhood
- Globalization

Planning :- Annual Plan

- ☞ Planning of curricular and co-curricular activities
- ☞ Monthly, Unit wise Planning of Teaching & Co-curricular activities.

Implementation :- Curricular :

- ✓ Regular Teaching
- ✓ Discussion and lectures
- ✓ Symposium & workshop
- ✓ Test & Examination
- ✓ Micro-Teaching programme
- ✓ Lesson planning programme
- ✓ Computer training (ICT)
- ✓ Psychological experiments
- ✓ Case Study
- ✓ Social Use Product Work (SUPW) workshop

Extra Co-Curricular :

- ✓ Blood Donation Camp
- ✓ Tree Plantation & Awareness for environment
- ✓ Social Awareness programme
- ✓ Allies for Health Awareness
- ✓ Report writing of every activities
- ✓ Debates, Elocution & Other Activities

Games & Sports :

- ✓ Individual and Group Events
- ✓ Value Based Programmes
- ✓ Group Awareness

Cultural Programmes :

- ✓ Annual Anniversaries of Various Our Great Leaders
- ✓ Annual Cultural Programmes
- ✓ Weekly Cultural Activities of Various Committees

Evaluation:

- Tests & Terms Examinations
- Competitions & Contests etc.

Feedback:

On the last day of academic session we take feedback of the students in writing their views and opinion and experiences of training period about institution, campus, lecturers, Library and Non-teaching staff. If students give suggestions, we carefully take up these suggestions under consideration for improvement in our further work.

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

The curriculum is planned in such way that they have no problem while implementing the curriculum, individual differences and needs of certain students are always considered.

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

Yes, Our institution has mentoring system. In our college 8 to 10 students are adopted by one faculty member. This faculty member takes care and tries to solve all problems of students academic & non-academic.

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

The various provisions are: +

- ✓ Use of ICT
- ✓ Availability of various equipments and books.
- ✓ Various subject bodies.
- ✓ Freedom to take discussions about any difficulties.
- ✓ Participation in faculty development programmes Students adaptation scheme.

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

Yes, The institution has its own website. All details related to the institution are uploaded on the website. The website address is www.shivnathsinghcollege.com & updated time to time.

The information posted on the site is as under:

1. Vision
2. Mission
3. Objective
4. Staff details
5. Admission process
6. Infrastructure
7. Facilities

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

Ours is a self financed college. The trainees are matured enough. The college makes all efforts to see it that the trainees achieve the best results. All the teachers willingly guide them if they face any problem regarding any topic or practical lessons.

We frequently arrange English communicative skills lectures by expert. The trainees are given such lectures and practical work and other competition like traffic awareness, rangoli and drawing.

5.2.7 What specific teaching strategies are adopted for teaching

(a) Advanced learners:

Specific teaching strategies are adopted for teaching advance learners are as under:

1. All facilities are provided by institution as per their demand.
2. Seminar
3. Assignment method
4. Workshop to prepare lesson plan, blue print.

(b) Slow Learners:

Specific teaching strategies adopted for teaching slow learners are as under:

1. Teachers motivate slow learners by providing incentives to them like honoring them in class at the time of their special achievements.
2. Question papers of different years with their solution are provided to them.
3. Extra efforts are taken by faculty to enhance their teaching skills.
4. Individual guidance
5. Continuous evaluation
6. Counseling

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

Give details.

The institution gives the guidance and counseling services to the students through the following activities:

- ☞ Individual and group guidance to choose elective subjects at the starting of the year.
- ☞ Guidance of activities of the year, practice teaching etc given by the faculties.
- ☞ Career guidance magazines are available in the library.
- ☞ Employment news is also available.
- ☞ Educational, vocational, personal and social guidance is provided by the faculty.

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

A Suggestion box is kept in the college for students as well as faculty of the college. Which is opened fortnightly by the Principal. Various problems listed, are either solved by the Principal or referred to the management for solution, as per the nature of the problem. Students also interact freely with the tutors in the tutorial groups to discuss and solve their general, personal, educational and vocational problems.

The main problem encountered during the last two years has been the tremendous workload on the students. Due to the long admission process less time is left to work out the curriculum framed by the university and the students have to bear the load due to shortage of time.

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

The programmes of the institution are divided in two sessions.

These programmes are monitored by the respective faculty incharge under their advice and supervision. The progress of the students is observed and assessed by the respective incharge and progress is informed to the students with suggestion to their further improvement by the mentor time to time.

Monitoring and advising practical work progress:

- Micro-teaching, peer group lesson, stray lessons and unit lessons are guided, observed and reinforced by the faculties. Peer also do it to some extent.
- Principal and faculties have interaction with the trainees at the starting of the first term to know the potentials.
- Guidance given to trainees according to their need.
- After terminal test, faculty give evaluated papers to the trainees and give them guidance.
- Individual and group guidance is given after preliminary exam.

Co-curricular activities:

- Some activities are organized as competitions. They are monitored and assessed by evaluators them. Feedback is invited at the end of the competition.
- Some of the activities are without competition. They are monitored the faculties advise and guide the trainees.
- The trainees who don't perform well are identified and given personal guidance.
- We make it a point in view that each candidate must takes part in some of the activities.

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

Pre-practice teaching stages:

- Micro teaching theory, lectures and demonstration by the faculty members.
- Guidance for lesson planning of micro teaching. Micro teaching cycle:
 - ✓ Planning
 - ✓ Teaching
 - ✓ Reinforcement
 - ✓ Re-planning
 - ✓ Re-teaching
- Each member gives demonstration lessons in each method.
- Each trainee has to put up presentation turn by turn in daily prayer in assembly hall.
- Before going to schools for practical lessons, they have ample practice.

During practice teaching in schools, they are observed and given feedback by our faculty, peers, principal of school and teachers

5.3 Student Activities:

5.2.1 Does the institution have an Alumni Association? If yes,

- i) List the current office bearers
- ii) Give the year of the last election
- iii) List Alumni Association activities of last two years.
- iv) Give details of the top ten alumni occupying prominent position.
- v) Give details on the contribution of alumni to the growth and development of the institution.

(i) List the current office bearers

President	-	Mr.Naveen naik
Secretary	-	Smt.Shadna sikarwar
Joint sec	-	Smt.Ruchi solanki

(ii) Give the year of the last election: 2013

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

They share their experience in their carrier.

Give ideas to improve the infrastructure in the institute. Give suggestions to cope up current trends in schools.

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

S.No	Student	Year	Position
01	Mr.Veer Singh	2010	Forest Dept. MadhyaPradesh
02	Pawan Kumar Ambe	2011	Teacher, Gwalior Govt school,
03	Rani Gandhi	2011	Shivnath Singh School Teacher,
04	Sheshi Vajpayee	2012	Shivnath Singh School Teacher,
05	Neelam Bhadauria	2013	Shivnath Singh School Teacher

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

Alumni association conducts various training programs, provide necessary technical assistance to our Student Teachers by sharing their experiences.

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

The college arranges all types of extracurricular activities. Students have to participate in sports and games at college level. No major achievement in last two years.

5.3.3 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.

- Student representation is there in the magazine committee and articles written by students are invited and the best are published in the college magazine.
- Newsletters are published.

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

The college has constituted students councils as per the rules of the university.

The activities of the council are as following.

- To assist in planning and implementation of co-curricular activities,
- To maintain discipline and good manner throughout the year
- Various committees are established in our institute under the guidance of faculty members.

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

Student Committees which inclusive of Conducting meetings, co-operating in the conduct of Co-curricular and curricular activities and extension Activities.

There are various committees formed and funded by the college under which there is a provision of appointing a student's representative. Following are the committees currently functioning by its student representatives:-

- Literary- It deals with the activities like debate, elocution, speech, quiz etc.
- Cultural- It deals with the preparation of festival and other occasions and other cultural events like, singing, dancing, role plays etc
- Discipline- It deals with maintaining discipline about punctuality, attendance following code of conduct to maintain the decorum of college.
- Sports- It deals with organizing various sports related activities motivating students to participate in various events.
- Library- It deals with the up gradation of reference books as demanded by the student's academic need.

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

Every year our alumni members are invited to the college. they share their experience with the trainees and with us. This helps us improve our programmes. We arrange to talk and lectures of resource person and experts for our trainees.

Students are asked to submit their feedback in the form of questionnaire related to functioning of their teacher.

Suggestion box is there in the institution for the use of students, staff, visitors and parents. They are left free to put their suggestion in written form in the suggestion box.

Other source of feedback is the alumni of the institution during the meetings of the alumnae they suggest the lacking and ways of overcoming them for the development of the institution to the stakeholders.

5.4 Best Practices in Student Support and Progression:

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

In our institution we maintain self-discipline and all round development of students.

Following activities are carried out to provide best practices for the students.

- Academic Counseling
- Personal Counseling
- Career Counseling
- Talent Search
- Various Lectures
- Question Bank
- Cultural, Literary, Social and Intellectual activities
- Visits and Rallies
- Literacy Program
- SUPW (Social Use Product Work)

To help them work for the progress of the state and the nation

To help the trainees develop the spirit of democracy, secularism equity and patriotism. Trainees can get admission form and fill up the form online. The institution helps them in the process.

We welcome our alumni any time and attend their needs.

Criterion – VI

Governance and Leadership



- 1. Institutional Vision and Leadership**
- 2. Organizational Arrangements**
- 3. Strategy Development and Deployment**
- 4. Human Resource Management**
- 5. Financial Management and Resource Mobilization**
- 6. Best Practices in Governance and Leadership**

Criterion: 6: Governance and Leadership

6.1 Institutional Vision and Leadership:

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

Purpose of the Institution

Purpose of the Institution is to impart training to the prospective teachers of Upper Primary, Secondary and Higher Secondary Schools of the Country and to equip them to deliver quality education to the students who are the responsible citizens of India.

Objectives of the Institution:

The era of globalization has compelled the world to be a much smaller place to play with. The attribute has certainly led to many new opportunities emerging from every corner of the planet. Shivnath Singh Education Mahavidyalaya (SSEM) offers new generation career courses that empowers the individual with cutting edge, skills in latest techniques and logistics thus enables the students reap the growing potential in the international science arena.

Globalization has opened up lucrative opportunities in Education. Careers in Education are extremely lucrative and exciting.

Vision:-

Shivnath Singh Education Mahavidyalaya (SSEM) strives for nurturing the potential of students by designing and delivering current, relevant and creative learning inputs. This is to achieve excellence in academics and to create socially responsible citizens. We are committed to shape global leaders and entrepreneurs, who create sustainable and fulfilling environment to the society and to provide high quality value-based education to younger generation through a synthesis of science & technology and mould their character that their earnest endeavor to achieve progress and prosperity in life is matched by an ardent desire to extend selfless service to the society, One complementing the other.

MISSION:

- Design and deliver learning inputs that are on par with global standards.
- Interface with business organizations, universities, research institutions, government and non government organizations. Design current, relevant inputs to transform students into entrepreneurs, employable and socially responsible citizens.
- Promote innovation and research in various areas of education by way of interfacing with various funding organizations, universities and other research institutions.
- Provide equal importance for academics and individual development among students. Academics are supplemented with extracurricular and co-curricular activities.

VALUES:

The values of the institution are incorporated in the college motto “Learn thoroughly”. The students and parents are appraised of the mission, vision and objectives in the orientation and PTA meeting respectively. The staff and public are constantly reminded of the mission and vision because they are displayed in the college premises.

The institution is committed to provide quality education and training to all our students equipping them to excel as Teachers and Teacher Educators to cater to the changing and challenging needs of society, ensuring continual improvement of its standards and performance by learning thoroughly.

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

Yes, the mission include the institution’s goals and objectives in terms of addressing the needs of the society,. The students seeks to serve, the school sector, education institution’s traditions and value orientations. The demand of the school sectors is to produce teachers who efficiently train the school students in the changing global scenario. This requirement is fulfilled by the mission, goals and objectives of the college. The institution produces good and responsible teachers to satisfy the needs of the society. Many students of the institution worked in the school sector of government and private institutions too. The need of the society is to have optimistic leaders who will lead the people properly for ever changing society in terms of knowledge, technology etc. The mission, goals and objectives of the

college clearly shows what the need of the society is, and how it is fulfilled by the institution. The students to whom the college seeks to serve are the future teachers. Preparing them for becoming quality teachers who prepare their students for facing the globalized world with proper value systems, technological knowledge, quest for lifelong learning etc. This is reflected in the mission, goals and objective of the college.

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

The institution was established by the Kamadhgiri Shiksha Evam Samajik Sansthan under Society act. The Society functions as the parent institution. It works for the spread of education among all irrespective of caste, creed, and religion. Society works with the motto of Service. The Society is a registered body having its own constitution which contains broad norms and, in some cases, even the prescriptive details. For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has been designed so as to coordinate at each level of management. Various activities are organized throughout the year. Each staff members are insisted to organize at least one co-curricular activity for the development of student teachers to develop managerial ability, leadership trait and intuitiveness, the following committees are actively functioning in our colleges. Managing Committee of Society is the top most authority regarding policy decisions. It consists of President, Vice President, Secretary, Joint Secretary of Educational Boards and other members. For colleges and schools of Society, there is a separate Education Board. Then in the hierarchy Governing Body for college and schools of society, that look after the academic activities, assess the need recruitment, vacancy, vacation to the staff, organization of seminar, workshop etc. Various committees are also constituted in the college for the proper and smooth functioning.

Composition and Functioning of various Committees Institutional Development Plans Implementation:

Guidance and Counseling Committee:

The Guidance and Counseling Committee is headed by a senior faculty. It organizes various guidance services in the formal ways.

Annual Calendar and Time Table Committee:

The committee develops time table and annual calendar on the basis of workload policy and curricular requirements and in the context of university calendar. The committee usually meets twice in a year.

Admission Committee:

The committee is composed of coordinator and two members from the faculty. The function of this committee is to facilitate and supervise the process of admission.

Students Council:

Student Council consists of two elected student representatives and a faculty member who acts as adviser – coordinator.

Women's Cell:

As Majority of the students are women. Women redressal Cell conducts various programmes such as female foeticide, gender equity, and women empowerment programme for the students.

Discipline Committee:

The discipline committee is composed of coordinator and two faculty members. It is assigned the task of ensuring smooth functioning and maintaining discipline in the college. The Committee meets thrice a year and as and when the situation demands.

Examination Committee:

It is composed of a coordinator and two faculty members. The function of this committee is to take decision on activities related to examinations.

Practice Teaching Committee:

The Committee is composed of coordinator and two members from the faculty members. The function of this committee is to Lesson plan, Block-Teaching and Internship.

Educational Tour Committee:

Composed of coordinator and three members, the committee plans and organizes Tour.

Sports and Cultural Activity Committee:

It is composed of coordinator and two members each from the faculty and student community. The function of this committee is to plan, co-ordinate and organize co curricular activities. Composed of coordinator and four members, the committee plans and organizes sports activities and competition for physical development of the students.

Library Committee:

The Committee is composed of coordinator and two members from the faculty and two student members. The function of this committee is to take care of the needs and functioning of the library. It meets not less than twice in an academic year.

Alumni Cell:

The Alumni Cell is composed of coordinator and two members from the faculty. The function of the committee is to establish contacts with and maintain the records of alumni. Alumni Cell meets once in a year generally in the last month of the academic year for getting feedback from alumni.

Placement Committee:

Placement Committee is composed of coordinator and two members from the faculty. The function of this committee is to provide the placement services through counselling and maintaining record.

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

Before the commencement of each academic year, staff meeting is held in order to assign responsibilities to the staff and the various committees are to be formed for the smooth functioning of the college. The responsibilities are consigned to the faculties by discussing with them and based on their capabilities. The date and time of staff meetings and other important matters is communicated, to the faculty by the principal. The instruction and notices received from the management for the staff and students are to be conveyed by giving written notice.

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

First of all, there is enough transparency and accountability in the system. There is a direct access for parents and students to the management and principal. Personal contacts also do exist in a very prominent and pronounced manner. The principal regularly organizes meetings of the teaching and non-teaching staff and various committees. Principal of the institution conducts meeting with the students whenever required. It also a means for collecting feedback and ground realities. The suggestion, complaints or feedback given by the students are conveyed to the management for valid action. Feedback from eminent resources persons and special guest provided in the visitors register about the institution and its activities also provide valid information to the management to review the activities of the institution.

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

The institution identifies and addresses the barriers in achieving the vision, mission and goals by constant evaluation and appraisal and redefining its goal, objectives. If the goals and objectives are not achieved according to the mission and vision then amendments are made and reviews are done. Any barrier in achieving the goals are addressed immediately and corrective actions are taken. The management and faculty members try to visualize problems in advance and provide preventive or reformative solutions. The interaction between the Principal and Management serve as facilitator and catalyst. Since the Management visits the college regularly, keeps abreast of the academic transactions and finds out short-coming/ barriers on their own in achieving the vision. Teachers and students are free to bring out the shortcomings to be rectified to the notice of the management, and management acts swiftly in alleviating \reducing them. Evaluation from the students gives a clear picture of things to be improved The feedbacks reports received regularly are reviewed and the barriers are identified. The Management also works proactively and anticipates any barriers that can arise and disturb in achieving the vision and mission of the Institution.

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

Management encourages and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes by the following way-

The management encourages democratic environment, student centered approach and participatory management approach in running the institution. The academic autonomy is given to the Principal and staff of the college. The management does not interfere in each and every activity of the institution unnecessary.

To update the knowledge with latest information and for the professional development of faculties they are free to participate in Workshops, Seminars, Symposia and conferences.

The best practices were appreciated by the management. The faculty are also motivated to undergo for higher studies.

Workload is equally allocated to the faculties by the Principal. The faculties are also given equal responsibilities in matters of various committees and in organizing various programmes.

During celebrations and organizing various programmes no staff is neglected. A duty allotment chart is prepared and the responsibilities are allotted to them on discussion during the staff meeting.

Faculties are equally involved during stock checking. The management identifies the faculty who have helped to improve the effectiveness and the efficiency for the institutional process and felicitate them by giving Certificate of appreciation them during the annual function of the institution.

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

The head of the institution monitors the programme meticulously. The head of the institution holds a special meeting of faculty members after the annual examination, to chart out the schedule of the ensuing academic year. Under the leadership of the head of the institution teaching work, co-curricular and extracurricular activities, other allied tasks and responsibilities are assigned to faculty members as per their subject/method and areas of expertise and interest. The head of the institution encourages faculty members to participate in seminar, workshop, symposium etc. They are also encouraged for reviewing and writing lessons for text books. During assignment of various submissions mature discussion is carried out for rich unanimous decision.

There is complete decentralization of administration process which has resulted into development of team-effort. Various programmes are assigned to the faculty members in rotation every year.

6.2 Organizational Arrangements

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

For the effective operation of curricular, co-curricular and extracurricular activities the institution has constituted following different committees with in-charge faculty members.

Guidance and counseling Committee , Students welfare committee, Purchase committee, Staff development committee, Magazine Committee, Alumni Committee, Grievance Redressal committee, Discipline Committee,

Examination Committee and Cultural Activity Committee, Library Development Committee

The above stated committees are constituted in joint consultation of head of the institution, faculty members and student teachers. Committees are framed in a democratic and most amicable way. Meetings of various committees are held in order to plan and execute various programmes of the institution.

Meeting of the administrative staff is arranged by the head of the institution regularly. Administrative staff consists of Senior clerk, Junior clerk and peons.

At the end and beginning of an academic year a special meeting of staff-members is organized by the head of the institution to chart out the complete academic calendar for successful smooth functioning of the institution.

After healthy discussion on all aspects of the programmes , various academic activities are assigned to the faculty members.

The institution has sufficient well qualified faculty for teaching programme. The institution is always ready to adopt innovative practices. In order to remain in constant touch with recent trends faculties from various specialized fields are invited as resource person and speaker. The faculty too attends workshops and seminars for upgrading their knowledge.

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

The Institution is affiliated to Jiwaji University ,Gwalior. The B.Ed. is run by the Institution in line with syllabus offered by University. Matters related to syllabus and other academic issues are referred to following structure of committees.

Managing Committee of College

- Teaching Faculty
- Technical Support Staff
- Administrative staff
- Student Committee
- Non Teaching Staff

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

Our Administration is centralized as per the Organization Structure. Decisions regarding examination, discipline, extracurricular activities, extension programme are taken by the principal in consultation with the chairman and secretary of the institution.

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

The Institution collaborates with different Government, Non-Government and Spiritual organization and various academic tasks assigned by various universities.

The Institution remains in constant touch with P.G. Department of Education and other members of various university departments.

Faculty members are in close contacts with school community. During practice teaching, block teaching and internship programmes they motivate and guide student teachers for effective execution of curricular, co-curricular and extracurricular activities.

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

At the end of the academic session, students feedback are collected and analyzed for further implementation. Based on the outcome of such analysis, the principal holds meeting with staff members and plans out various programmes for the next year.

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

The institution provides platform for all its faculties and student teachers. The friendly cordial atmosphere creates a sense of belongingness and thus all activities are carried out in a pleasant atmosphere. The head, faculties and all student teachers share their knowledge, innovation, and creativity.

The faculty members are deputed for various academic development programme like seminar, workshop, conference, symposia, etc.

6.3 Strategy Development and Deployment:

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

No, The institution does not use management information system but various functions are carried out by its teaching and non-teaching staff.

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

Our Institution is a self-finance institution. The finance received is totally dependent on fees collected from students which is insufficient to achieve steady developmental work. However the Trust supports the institution in financial matter as and when required.

The teaching and non-teaching staff members are paid salary according to rules and regulation laid down by Government of Madhya Pradesh. We enrich and share our views with faculties of different branches of knowledge.

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

For implementation of the missions and goals, the principal and management prepare a plan in accordance with the rules and regulations of university and government bodies. The management has made ample arrangements of providing teaching faculty members, supporting staff, infrastructure and financial commitments to achieve the mission and goals

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

At the end of academic year, a special meeting of principal, faculty members and non-teaching staff is organized. Suggestions and observations offered by student teachers, faculties and non-teaching staff, a healthy discussion is carried out and required innovations / improvement are planned out for the effective execution of academic and administrative operation of the institution for the next academic year.

Annual schedule is prepared according to the guideline of the principal of the institution and inputs received from the principals of practicing schools.

At the beginning of the new academic session, the principal plans out various activities and shares the planning with faculties and assigns various tasks to the concerned faculty which are changed every year by rotation.

Various committees formed at the beginning of the year, list the activities to be carried out throughout the year with tentative schedule. Academic calendar is presented in printed form.

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

Total quality management is the prime concern of the institution. The institution is ready to utilize its human resources at its best by motivating faculty members to contribute significantly in various programmes proposed by Government and Non-Government Organizations.

Various academic programmes proposed by Government, Non-Government Organization and spiritual organizations are communicated to the faculties and the faculty members participate in these programmes with great enthusiasm.

Objectives of the institution are displayed on bulletin boards and are communicated to the student teachers on the orientation - introduction day. Activities are planned keeping the aforementioned objectives in mind.

6.3.6 How and with what frequency are the vision, mission, and implementation plan monitored, evaluated and revised?

The vision, mission and implementation plans are thoroughly discussed with the administrative body and necessary programme of action is prepared in consultation with the head of the institution.

The principal holds meeting with faculty members and plans out effective strategy for the effective implementation of the vision and mission.

The suggestions offered by the student teachers are collected from the suggestion box in the presence of principal – vice president of students council and members of student development cell. After healthy discussion suggestion are communicated in the general class and strategies of implementing the same are communicated to the student teachers.

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

Technological innovations are necessary for qualitative teaching programme. The institution offers computer education as a special field to keep pace with modern era. Newer teaching aids like O.H.P. and L.C.D. projector, documentary/film shows, internet, ICT etc are used extensively in the teaching learning process.

Faculty members not only encourage student teachers to adopt technology in classroom teaching but also use technology in their respective field of teaching and activities.

6.4 Human Resource Management (H.R.M) :

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

The principal motivates faculty members for development and career progression. The faculty members contribute significantly at local, state, national and international level and seminars, workshop, symposia, conference. The management also motivates faculty members by organizing quality improvement programmes at regular intervals and encourages the faculty to attend refresher courses and orientation programmes under UGC career advancement scheme.

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

The institution collect written and oral feedback from students regarding syllabus, faculties, principal, infrastructure and other aspect concerning to qualitative development.

The head of the institution plans out academic programme taking into consideration students' feedback. Faculty members prepare report of teaching, research and extension service and submit the same to the head of the institution. Professional development of the faculty is the key aspect of all activities. Feedbacks are taken from the principals of practice teaching schools assigned to the student teachers, with regard to the strengths, weakness and performance level of students and faculty in particular and institution in general. The inputs received from student teachers, faculty, practice teaching schools and employers is analysed for enhancing the academic and administrative process at the institution and management.

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

The faculty members are provided with comfortable conveyance facilities for all outstation assignments. The working environment is pleasant. Management is organizing spiritual, recreational and festival celebration programmes for the staff members along-with their families on regular basis. The staff is provided with spacious and well furnished office, conference room, rest room and seating arrangement consisting of all modern amenities and facility.

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

The institution is always concerned about staff development. In order to meet the challenges of 21st century classroom teaching, technology based teaching learning programmes are widely and wisely required. Two faculty members are master trainers and they train other faculties. The non-teaching staff too has attended computer training programmes to upgrade their skills, from time to time.

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

Faculty members are recruited according to the norms laid down by NCTE, UGC, Government of Madhya Pradesh And Jiwaji University, Gwalior.

The institution drafts advertisement according to the norms of Government approved news papers for wide publicity. Faculty members are recruited purely on merit base. Salary is paid by management according to recruitment rules framed from time to time. All the recruited staff is bound by the service conditions as specified by the appointing authorities.

The staff are retained in the institution by providing them conducive academic atmosphere and autonomy to excel in their field of expertise.

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

Part time/Adhoc faculties are appointed on need basis against the emergency situations. Part time faculties are appointed on hourly basis with pre-determined workloads which are stated clearly on their appointment letter itself.

The institution prefers not to provide the similar benefits enjoyed by the Regular Faculties to them, since they are part time alone.

The institution utilizes the experienced/retired persons as part time faculty to enable us to utilize their experiences, for the enhancement of quality in our institution.

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

The institution motivates faculty members for professional development. Faculty members participate in various state, national and international level seminar, workshop, conference, etc. Most of our staff members are holding important positions and membership in agencies.

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

The staff is provided with spacious and well furnished office, conference room, rest room and seating arrangement consisting of all modern amenities and facility to carry out their work effectively.

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

Faculty members are free to approach principal for making any kind of suggestions and presentation. A suggestion box is put-up in college premises by the management. The information received from this input mechanism is discussed sincerely and resolved amicably.

6.4.10 Details 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. Any good/ innovative practices, that institution would like to highlight under this key indicator.

Staff have work load in accordance with the UGC norms. It includes

- Teaching hours
- Supervision hours
- Correction
- Tutorial hours
- Practice teaching supervision
- Practical work
- Co – curricular activities
- Extra – curricular activities
- Extension activities
- Guiding research scholars.

6.4.11 Does the institution have any mechanism to reward and motivate staff members?

If yes, give details.

The institution rewards its faculty members by way of appreciating their work on the occasion of special programmes organized by the Trust or college. Faculty members are motivated to train themselves for various college programme, where, they share their responsibility by rotation so that they can have the experience of entire institutional programmes. Faculty member's individual activities are reported and sent to the university, faculty wise or individually. On annual day of the institution the principal highlight the achievements of its faculty while presenting the annual report in the programme.

6.5 Financial Management and Resource Mobilization:

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

No, the Institution is a Self-Financed Institution and is not getting any kind of grant or financial assistance from government or any other agency. It is managed from the income received only from students' fees. Deficit, as and when occurring, is compensated by the Trust from its own funds. The SC, ST, OBC and PH scholarship is given to the student teachers by State Government.

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

The institution has not received any funds through donation for the last three years.

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

No. The Operational Budget is not adequate to cover the Day to day expenses. The deficit is managed by the Society and Parent Institutions.

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

The budgetary resources in terms of student's fees are not adequate enough to fulfill the mission. The last 5 years budget allocation shows that fees received has reduced while the expenses are rising every year. Further details are depicted in the institution balance sheet, attached herewith.

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

Our Accounts are audited regularly by our Auditor **Mr. R. Tripathi** regularly and the income-expenditure statement depicts the necessary outcomes and comments.

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

The management has fully computerized its finance management system for staff salary and other aspects. Further, we are seriously thinking for developing computerized finance management system for all transaction of the institution.

6.6 Best Practices in Governance and Leadership:

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

- Shivnath Singh Educational Mahavidhyalaya has geared itself to achieve its specific goal and objective of providing quality education in the changing global context.
- To maintain and improve the standard and quality of education, the college adopts several measures in teaching, learning and evaluation.
- Remedial classes are conducted for the students, particularly in communicative and in spoken English.
- Basic computer training is made compulsory to all the B.Ed. students.
- Teachers are aware of the tradition of the institution and are deeply interested in cherishing the culture of the institution.
- An Internal Quality Assurance Cell – IQAC has been established.

Criterion – VII

Innovative Practices



- 1. Internal Quality Assurance System**
- 2. Inclusive Practice**
- 3. Stakeholder Relationship**

Criterion :7: Innovative Practices

7.1 Internal Quality Assurance System:

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

The institution established Internal Quality Assurance Cell (IQAC) in the year 2014-15.

The major activities of IQAC are.

- ❖ To advise the books and magazines for the library.
- ❖ To monitor the progress of related quality issues
- ❖ To organize activities and get support from the alumni association
- ❖ To organize the guidance and counseling activities for the students.

Activities undertaken:

IQAC meet in the beginning of the year and resolve on the activities to be undertaken during the academic year. After that, the teacher-members meet periodically to assess the action taken on the recommendations of IQAC.

The non-teaching members are contacted as and when required. The above activities will be carried out according to the recommendations of IQAC.

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

Design of the mechanism used by the institute to evaluate the assessment of goals and objectives as follows:

- ❖ Staff Meeting under the guidance of the Principal
- ❖ Planning and distribution of works for academic and non-academic staff
- ❖ Efforts made for better preparation for achieving the mission, goals and objectives.
- ❖ Evaluation
- ❖ Follow up and motivation

The objectives and goals are mainly related to the training of teachers in respect of different skills, content matters etc.

The achievement of these goals is constantly evaluated by the institution using different mechanisms as below.

The performance in practice teaching.

- ❖ The results of the examinations.
- ❖ The performances in various activities.

Feedback by appraisal from different stake holders – self appraisal, appraisal by trainees, appraisal by faculty, appraisal by alumni etc. Meetings, interviews, discussions and observations are some other mechanisms.

7.1.2 How does the institution ensure the quality of its academic programmers?

In order to ensure the inculcation of the best practices among the students, the College has maintained a strict discipline at the campus and the students are required to follow the rules and regulations assigned by the management / Principal of the College and strict action is taken against those violating the norms. Academic programmes include curricular and co-curricular activities. Foremost emphasis is given on Quality enhancement of students by the College and in this direction proper assignments, midterm test, internal examination have been conducted by the college and also value based programmes have been added in the working schedule of the College.

Every day begins with morning assembly which is followed by news and views and so to provide a platform to the students for enhancing their communication skill and personality development. A tight teaching schedule and timely examinations ensure leaving no room for complacency by students, maintaining discipline in the campus.

Quality enhancement is ensured by making a provision of internal marks on attendance and discipline.

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

The Principal and all Faculties Members administer the work of the college. e.g The academic, co-curricular and extracurricular activities.

The administration of the institution is of monitoring nature viz.

- a) The principal provides guidance to the staff in their work,
- b) The principal often gives feedback and encouragement for better performance,
- c) Motivation is always given for innovative practices,
- d) Meetings are often held to solve problems,
- e) Follow-up is taken of the responsibilities allotted to the faculties,

In this way administrative process is carried out.

- f) Financial management is another important aspect of the organization. Proper planning and implementation leads to quality improvement.

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

Teaching:

Learning and work experience is the principle of working of this institution. Good practices are ensured at all stages. Discussions are held to remove shortcomings whenever an activity is organized. Good practices are shared and exchanged with other.

Various Subjects Boards:

The institute publishes its magazines. Guidance is often sought from the faculties to prepare magazines.

Co- curricular Activities Boards:

Theory work is closely related with practical. These Boards look after organizing different activities.

Advisory Committee:

The committee cares for bringing in new ideas. Sharing of ideas is done for improving professional performance.

7.2 Inclusive Practices:

7.2.1 How does the institution sensitize teacher to issue of inclusion and focus given to these in the national policies and the school curriculum.

The College has been successful in developing a healthy work culture and traditions by combining the core courses together with cultural and literary activities, helping in the inculcation of civic responsibilities among students.

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

The institutions appoint SRC (Students Representative Committee) beginning of the Year. There is provision for “Group work” in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences. The Group work is arranged for:

- Micro-teaching,
- Lesson demonstrations,
- Co-curricular activities,
- Internship,

Discussions, sharing of experiences and emotion make students interact freely.

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

Seminar, debates, workshop, co-curricular and extra co-curricular activities are engaged time to time to create learning environment and self-motivation.

The various activities include:

- + Academic,
- + Social,
- + Co-curricular,
- + Sports,
- + Value Education based,

The Academic activities include:

- Weekly Assignment writing,
- Subject wise seminars,
- Preparing Handbook,
- Psychological Experiments,
- Case Study,

The Social Activities include:

- Field Visit,
- Participation in rallies, etc,
- Participation in Govt. sponsored activities,

Co- curricular Activities include:

- Micro-teaching
- Evaluation workshop,
- Demonstration lessons,
- Audio-visual Aids workshop,
- Special Day celebrations,
- Work Experience workshop,
- Psychological Experiments,
- Practice Teaching,
- Internship,

Sports Activities include:

- Sports week,
- Participation in their college / university level sports event,
- Value Based Activities include:
 - Weekly Lessons,
 - Various Cultural programmes,

7.2.4 How does the institution ensure that student teacher develop proficiency for working with children from diverse back grounds and exceptionalities?

Practice Teaching programme and Internship are the occasions wherein the students are exposed to children from diverse background and exceptionalities. The internship programmes include the following teaching and co-curricular activities: Teaching, Organising contests, Organising Social events, Sports, Cultural programmes, etc. These opportunities make the students learn about the needs of the children with exceptionality.

7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution? They are helped by the faculty as well as the students.

Integrated education is given to the physically challenged and differently abled students enrolled in the institution. The physically challenged and differently – abled students enrolled in the institution are helped by the faculty as well as the students.

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

College has constituted a women cell to resolve the issue of the girl students. But no such type activities ever took place in the College, the women staff / girl's student is never harassed.

7.3 Stakeholder Relationships:

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

All planning for the development of the College including implementation and evaluation of the academic programmes is discussed in the meeting of the management committee and the decision is taken by the management committee. The College conducts various curricular and co-curricular and extracurricular activities ICT related teaching to create an overall climate conducive to learning. Good discipline, effective teaching, punctuality and sincerity of staff, good examination results etc. results in stakeholder's satisfaction. The College follows the action, decisions, policy, practices suggested by its management committee.

7.3.2 How does the institution share and use the information on success and failures of

various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The main goal of the College is evolving a complete man by means of achieving academic strength, moral and spiritual value and social responsibilities and that is the way the College determines student's satisfaction relative to academic benchmark. Yes, this approach is updated in view of the current and future educational needs and challenges. Increased teacher-taught interaction in and outside the class in social service activities, one day camp, co-curricular activities helps to attract and retain students leading to enhance students performance and to meet their expectations of leading, imparting value-based education is emphasizes, stressing an all round development of the individual. Special attention and care to personal problems are duly provided to the staff by the management. Any type of complaint or suggestion is definitely taken into consideration and used in the improvement of the organization and for the better stake holder relationship and satisfaction.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality improvement?

Questionnaire and Oral feedback mechanism is used to collect data

- Students Feedback Questionnaire.
- Alumni Feedback Questionnaire.
- Faculty Feedback Questionnaire.

Alumni Association also provides feedback and suggestions for improvement. In-charge personally contacts with the alumnae and gets feedback from them.

