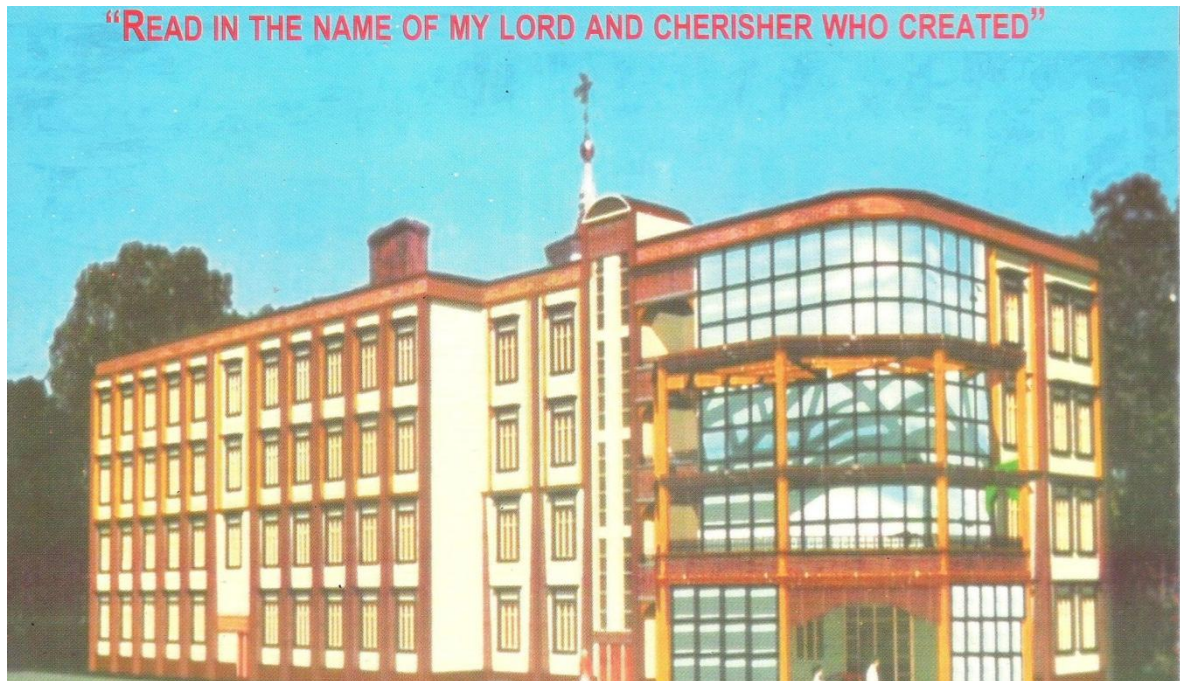


SELF-STUDY REPORT

MirzaGhalib Teacher's Training College



New Building

Completed March 2010

(Awaiting NCTE permission for functioning)



Old Building/Administrative Block

From where the college is at present functioning

A/7, Indrapuri Colony, Ashiana Road, Raja Bazar, Patna - 800014

SELF-STUDY REPORT

SUBMITTED TO

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(NAAC)**

By

MirzaGhalib Teacher's Training College

A/7, Indrapuri Colony, Ashiana Road, Raja Bazar,
Patna – 800014

Manage by— **Edara Al-NishatMuslemeen Educational Society**

Campus of MirzaGhalib Teacher's Training College
A/7, Indrapuri Colony, Ashiana Road, Raja Bazar,
Patna – 800014

Final-Report April 2015

Md. Taqiuddin
(Co-Ordinator)

Dr. SahajaNand Sharma
(Principal)

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SECTION A

PREFACE

Name and Address of Principal :

Sri Dr. SahajaNand Sharma
Dighwarakothi, khajpura,
Patna – 800014.
Phone office – 0612-2580083
Phone Residence (M) : 9934008339

Name and Address of Co-ordinator :

Md. Taquiuddin (Retd. Principal, S.S.Govt.
School)
(Administrative Officer)
R.K.Nagar, F.C.I Road, Phulwari Sharif,
Patna - 801505
Phone office – 0612-2580083
Phone Residence (M) : 9334299066

Name and Address of Joint Co-ordinator :

Md. SarfarajAlam (Senior faculty member)
Bazar samiti, Mushallapur, Patna
Mob. No. - 09308213913

VISION

Vision 21st century a call given by late Prime Minister Rajeev Gandhi in the 8th decade of 20th century served as an eye-opener for us (Indians). Challenges thrown by ever increasing population and Globalization made us wake-up and prepare for the future through Education / Teacher Education.

MISSION

Our mission has been to produce energetic, effective and child-friendly trained teachers and help in reducing the teacher-taught ratio which is already high.

VALUE FRAMEWORK

The stuff(trained Teachers), we produce is useful for the society. A useful trained teacher is as much important as a scientist, a doctor, an engineer or a technician. A trained teacher is a nation builder and a tool for producing useful citizens.

OBJECTIVE

Our main objective is to mould the potentials of our children from crude to refined behaviour and make them useful citizens of our country.

INPUT FOR TEACHER'S TRAINING

Late Prime Minister Rajiv Gandhi will ever be remembered for giving priority to education. His new Education / Teacher Education policy (1986) highlighting useful recommendation of Dr. RadhakrishnanMuddaliar and Dr. Kothari commissions brought a land mark change in education / Teacher Education. It was due to his effort that the National Commission for Teacher Education (NCTE) came into existence in the year 1993. He allocated 6% of the Gross Domestic Production (GDP) to education. As even this amount was felt

to be insufficient Non-Governmental organization (NGO) were encouraged to open schools, colleges and Teacher Training Colleges under self-financing scheme.

ESTABLISHMENT OF MIRZA GHALIB TEACHER'S TRAINING COLLEGE

Under such circumstances Late Sri Ismael Karim (founder member) established MirzaGhalib Teacher's Training College in the year 1988, and named it after the great Legendary Indian Poet "MirzaAsadullah Khan Ghalib", With A dual purpose viz:

- a. To provide immediate livelihood to the educated youth-male and female of the poor and down trodden Indian Society as also the neglected and off stream minority committee facing un-employment and misery and
- b. To provide proper education to the new emerging Indian Society, who is ill-treated, mal-adjusted and thoroughly neglected at the hands of untrained teachers. (the so called ShikshaMitrasin Bihar as an example)

Late Sri Ismael Karim had visualized that a time will come when every Indian village will have a school for its boys and girls which will need trained teachers for proper socio-educational development of the emerging Indian Society.

Unfortunately Sri Ismael Karim could not see the fulfillment of his vision and mission because even after continued struggle for ten long years the college was refused Recognition. Bihar Government also refuse to issue No

Objection Certificate (NOC). It will not be out of place to mention that Bihar Government did not issue no objection certificate to many other institution as such National Commission for Teacher Education (NCTE), ERC,Bhubaneswar also refused to entertain institution application for Recognition. ERC, Bhubaneswar even refused to entertain a Patna high court judgment delivered in favor of this institution and stand firmly on its decision not to entertain any application without a No Objection certificate (NOC) by the State Government.

REMOVAL OF NOC

As a consequence the institution had to choose between two options either (a) closing the institution for ever or (b) doing something for removal of the clause dealing with No Objection certificate (NOC) from clause 5A of the NCTE Regulation. Hence a campaign for removal of No Objection certificate (NOC) ,was started and fortunately NCTE Regulation 2006 came in to force without any such clause like No Objection certificate (NOC). And then MirzaGhalib Teacher's Training College, Patna was granted recognition in 2007 for a B.Ed. (Bachelor in Education) course with an intake of 100 vide ERC letter no. ERC/7-77.5.14/2007/67976 Dated 04/07/2007 then just within three years another Teacher education programme namely D.Ed. (Diploma in Education) with an intake of 50 was added to the feathers of this institution vide Recognition memo no. BR-E/N-4/2006/2104(1), Ref. no. 89-954/2009/Appeal/A5993 dated 20/11/2009. The institution is ready with infrastructure institutional and financial backup to add yet another Teacher Education Programme namely M.Ed. (Master in Education) but for the delay cause by not allowing us to function in our newly constructed building.

INFRASTRUCTURE

The founder member of the college Late Ismail Karim had given to 2.83 acres of land on ownership as well as lease for a period of sixty six years and a three story concrete building. Further because of changes made in the NCTE regulation 2009 the management has been able to construct another new building and the institution is waiting to shift from the old building to the new building pending permission from NCTE, ERC, Bhubaneswar.

Today the institution has the following infrastructural facility.

- | | | |
|--------------------------------------|---|---------------------|
| i. Land on ownership | - | 4390.26 Sq. meters. |
| ii. Land on lease | - | 9831 Sq. meters. |
| iii. Built-up area
(Old building) | - | 2561 Sq. meters. |
| iv. Built-up area
(New building) | - | 3096.14 Sq. meters. |

PERFORMANCE IN B.Ed.& D.Ed. COURSE

After long struggle and hard earned recognition by NCTE and affiliation by Magadh University and Bihar School Examination Board (BSEB) we put our heart and soul to run the Bachelor of Education (B.Ed.) and Diploma in Education (D.Ed.) course with following all norms and standards laid down by NCTE, Magadh University and Bihar School Examination Board (BSEB) with sincerity and honesty. We have been trying to select the best possible lot and put them in class room situation under the guidance of our faculty members. The students are made to be at-home and gather pearls in the company / guidance of the faculties and learning facilities available in the institution such as Library, Reading Room, IT laboratory, Psychology, Science laboratory, craft, workshop, health center etc. from 10 to 04 pm. throughout the session. But in

order to remove monotony class room situation is replace and the trainee teachers are occasionally taken to the community, museum, zoo, fairs, industrial fairs, book fairs, play-fields, seminars, workshops and various historical and heritage sites. Besides they are encourage to organize functions / cultural programs and display their talents on various occasions such as Republic Day, Birthdays, Centenaries, Independence Day, College Day, MirzaGhalib Day etc.

UNIVERSITY RESULT

Though we are ourselves not fully satisfied by the services rendered the performance of our students has been superb. Almost all our students have achieved above first division marks and most of them have secured distinctions. Though failures are not nil but it is almost negligible. A glimpse of the tables given below will reveal the real position achieve by our students in university and Board examination from 2008 to 2014

UNIVERSITY (B.Ed.) Result

Year of examination	No. appeared	No. passed	No. failed	Division			Distinction
				1st	2nd	3rd	
2008	100	97	03	97	Nil	Nil	26
2009	100	95	05	95	Nil	Nil	32
2010	105	104	01	104	Nil	Nil	04
2011	103	102	01	102	Nil	Nil	68

2012	92	92	Nil	92	Nil	Nil	89
2013	108	107	01	107	Nil	Nil	72
2014	100	95	05	95	Nil	Nil	52

BOARD (D.Ed.) Result

Year of Examination	No. Appeared	No. Passed	No. Failed	Distinction	Division		
					1st	2nd	3rd
2011	48	42	06	26	42	Nil	Nil
2012	55	52	03	52	52	Nil	Nil
2013	51	47	04	47	47	Nil	Nil
2014	53	50	03	50	50	Nil	Nil

PLACEMENT

Though there is not any scheme of providing placement of the successful trained teachers passing from this institution, our students are well placed in different services – Training Colleges, Government as well as private Schools etc. So far our knowledge goes none of the trained teacher passing from this institution is unemployed.

SECTION B

INSTITUTIONAL DATA

A - Profile of the Institution

B - Criterion - wise Inputs

A. Profile of the Institution

1.Name and address of the institution : **MirzaGhalib Teacher's Training College**

2. Website URL: **www.mgttc.com**

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. SahajaNand Sharma (Principal)	0612 - 2580083	0612 -2580083	mgttcpatna@gmail.com
Vice-Principal	-	-	-
Md. Taquiuddin (Self - appraisal Co-ordinator)	9334299066	-	-

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal		9934008339
Vice-Principal		
Self - appraisal Co-ordinator		9334299066

4.Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

2.73

6. Is it a recognized minority institution?

Yes

☒

No

☐

7. Date of establishment of the institution:

Month & Year

MM	YYYY
07	2007

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

Magadh University & Bihar School Examination Board

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

Month & Year

2f

MM	YYYY
N.A	N.A

Month & Year

12B

MM	YYYY
N.A	N.A

10. Type of Institution

a. By funding

- i. Government
- ii. Grant-in-aid
- iii. Constituent
- iv. Self-financed

√

v. Any other (specify and indicate)

--

b. By Gender

- i. Only for Men
- ii. Only for Women
- iii. Co-education

√

c. By Nature

- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College

v. Constituent College

--

vi. Dept. of Education of Composite College

--

vii. CTE

--

--

Viii. Any other (specify and indicate)

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☐

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary	D.El.Ed.	+2 (50%)	Diploma	2 years	Hindi
iv)	Post Graduate	B.Ed.	Graduation (50%)	Degree	2 years	Hindi

v)	Other (specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. secondary	D.El.Ed.	Ref. no. 89-954/2009- Appeal/A5993 Dated 20/11/2009	Permanent	50
Post Graduate	B.Ed.	ERC/7-77.5.14/2007/67976 Dated 04/07/2007	Permanent	100
Other (specify)				

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Objectives

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

Yes	✓	No	
-----	---	----	--

If yes,

- a) How many programmes?

02

- b) Fee charged per programme

55+30 = 85 thousands

3. Are there programmes with semester system

NO

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

Yes	✓	No	
-----	---	----	--

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

ALL

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

D.Ed.

02

B.Ed.

04

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes	✓	No	
-----	---	----	--

Number	16 + 18 = 34
--------	--------------

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
-----	---	----	--

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

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

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

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

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

02 Years

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No
-----	---	----

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution

☒

b) Common entrance test conducted by the

University/Government

☐

c) Through an interview

☐

d) Entrance test and interview

☐

e) Merit at the qualifying examination

☐

f) Any other (specify and indicate)

☐
☐

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

a) Date of start of the academic year

02 May 2013

b) Date of last admission

31 Aug. 2013

c) Date of closing of the academic year

20 March

d) Total teaching days

192 Days

e) Total working days

212 Days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	20	30	50	18	25	43	2	5	07
B.Ed.	26	74	100	18	37	55	10	35	45
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

--

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

a) Unit cost excluding salary component

₹ 27.333

b) Unit cost including salary component

₹ 56.667

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	N.A	N.A	N.A	N.A
B.Ed.	N.A	N.A	N.A	N.A
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes

√

No

--

8. Does the institution develop its academic calendar?

Yes

√

No

--

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	52%	31%	17%
B.Ed.	52%	31%	17%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

20

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

15

11. Practice Teaching at School

a) Number of schools identified for practice teaching

09

b) Total number of practice teaching days

40

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

15 + 15 = 30

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

No. of Lessons In simulation

No. 15

No. of Lessons Pre-practice teaching

No. 20

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

Yes

☒

No

☐

14. Does the institution provide for continuous evaluation?

Yes

☒

No

☐

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

Programmes	Internal	External
D.Ed.	N.A	N.A
B.Ed.	N.A	N.A
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

01

b) Number of assignments for each paper

02

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

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

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

Yes	✓	No	
-----	---	----	--

Number	01
--------	----

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

Yes		No	✓
-----	--	----	---

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

Compulsory

☐

Optional

☐

Criterion III: Research, Consultancy and Extension

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

Number	01	12.5	%
--------	----	------	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

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

Nil

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

○ Teachers are given study leave

☐

○ Teachers are provided with seed money

☐

- Adjustment in teaching schedule ☐√
- Providing secretarial support and other facilities ☐√
- Any other specify and indicate ☐

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

Yes ☐√ No ☐

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

a. Ph.D. 00

b. M.Phil. 00

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

Yes ☐ No ☐√

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

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

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

	Faculty	Students
National seminars	14	
International seminars	00	
Any other academic forum	00	

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

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

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

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time ☒ Part-time ☐ Additional charge ☐

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

16. Does the institution provide consultancy services?

Yes

☐

No

☒

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

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

Local level	YES
State level	YES
National level	YES
International level	NO

Criterion IV: Infrastructure and Learning Resources

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

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

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

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

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

₹ 1.00.000

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

₹ 25.000

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

₹ 50.000

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

₹ 23.00.000

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

Yes

☒

No

☐

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
08		06	
09		06	

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
Nil	Ni	Nil	Nil
Nil	Ni	Nil	Nil

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

Open Reserved

Lecturers

M	F	M	F
07		06	

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

	Open		Reserved	
Lecturers	M	F	M	F
	02		01	
Readers	M	F	M	F
Professors	M	F	M	F

c. Number of teachers from

Same state

16

Other states

00

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	07 : 1
B.Ed.	12 : 1
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
Permanent	M	F	M	F
	09		06	
Temporary	M	F	M	F
b. Technical Assistants	M	F	M	F
	02		02	
	M	F	M	F

14. Ratio of Teaching – non-teaching staff

1 : 1

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

` 26.15 lakhs (30.58%)

16. Is there an advisory committee for the library?

Yes

√

 No

--

17. Working hours of the Library

On working days	5:30 hours
On holidays	03 hours
During examinations	5:30 hours

18. Does the library have an Open access facility

Yes		No	√
-----	--	----	---

19. Total collection of the following in the library

a. Books	
- Textbooks	7.000
- Reference books	2.314
b. Magazines	3 types
e. Journals subscribed	7 types
- Indian journals	7 types
- Foreign journals	Nil
f. Peer reviewed journals	
g. Back volumes of journals	Nil
h. E-information resources	
- Online journals/e-journals	Nil
- CDs/ DVDs	23
- Databases	Nil
- Video Cassettes	Nil
- Audio Cassettes	Nil

20. Mention the

Total carpet area of the Library (in sq. mts.)	1408
Seating capacity of the Reading room	100

21. Status of automation of Library

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

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

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

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following
Average number of books issued/returned per day

50

Maximum number of days books are permitted to be retained
by students

15

NAAC: Self - Study Report of MirzaGhalib Teacher's Training College, Patna

by faculty

No limit

Maximum number of books permitted for issue

for students

02

for faculty

07

Average number of users who visited/consulted per month

3.000

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

04

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

2.5%

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

	I		II		III	
	Number	Total cost (inRs.)	Number	Total cost (inRs.)	Number	Total cost (inRs.)
Text books	113		287		100	
Other books						
Journals/ Periodicals	07		07		07	
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

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

M.Ed. (Part Time)			
-------------------	--	--	--

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

Yes		No	√
-----	--	----	---

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

--

3. Does the institution offer Remedial instruction?

Yes		No	√
-----	--	----	---

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	94.5	92.1	94.3	100	99	95			
Number of first classes	52	47	50	92	107	95			
Number of distinctions	52	47	50	89	72	52			
Exemplary performances (Gold Medal and university ranks)									

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

	I	II	III
NET	00	00	
SLET/SET			
Any other (specify and indicate)			

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

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

(Additional rows may be inserted as per requirement)

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

Yes		No	✓
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	✓
-----	--	----	---

Non-teaching staff

Yes		No	✓
-----	--	----	---

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

Yes		No	✓
-----	--	----	---

If yes, number of students residing in hostels

Men

Women

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

Sports fields

Yes	✓	No	
-----	---	----	--

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes	✓	No	
-----	---	----	--

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes		No	√
-----	--	----	---

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

Yes	√	No	
-----	---	----	--

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

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

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2009

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

Yes

☐

No

✓

20. Does the institution regularly publish a college magazine?

Yes

☐

No

✓

21. Does the institution publish its updated prospectus annually?

Yes

☒

No

☐

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	09	10	08
Employment (Total)	85	88	85
Teaching	83	87	84
Non-teaching	02	01	01

23. Is there a placement cell in the institution?

Yes

☐

No

✓

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

1	2	3

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

Yes No

- Academic guidance and Counseling

☒☐

- Personal Counseling

☒☐

- Career Counseling

☒☐

Criterion VI: Governance and Leadership

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

Yes

✓

No

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

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

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

Loan facility

Yes	✓	No	
-----	---	----	--

Medical assistance

Yes	✓	No	
-----	---	----	--

Insurance

Yes		No	✓
-----	--	----	---

Other (specify and indicate)

Yes		No	✓
-----	--	----	---

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

01		
----	--	--

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation

00

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

National

01		
----	--	--

International

--	--	--

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

02		
----	--	--

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

02		
----	--	--

e. Research development programmes attended by the faculty

01		
----	--	--

f. Invited/endowment lectures at the institution

02		
----	--	--

Any other area (specify the programme and indicate)

--	--	--

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

a. Self-appraisal

Yes	√	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	√	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	√	No	
-----	---	----	--

e. Any other (specify and indicate)

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

7. Are the faculty assigned additional administrative work?

Yes		No	√
-----	--	----	---

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

--

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

NAAC: Self - Study Report of MirzaGhalib Teacher's Training College, Patna

Grant-in-aid	-
Fees	-
Donation	-
Self-funded courses	`85.00.000
Any other (specify and indicate)	

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	31.5	32.3
% spent on the salary of non-teaching employees	7.8	8.2
% spent on books and journals	2.3	2.3
% spent on developmental activities (expansion of building)	37.5	35.2
% spent on telephone, electricity and water	1.8	2.1
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	17.3	16.2
% spent on maintenance of equipment, teaching aids, contingency etc.	2.5	2.2
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	Nil	Nil
% spent on travel	1.8	1.5
Any other (specify and indicate)		
Total expenditure incurred	100	100

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

Surplus in Rs.

N.A

Deficit in Rs.

N.A

11. Is there an internal financial audit mechanism?

Yes

✓

No

12. Is there an external financial audit mechanism?

Yes

✓

No

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

Administration

Yes

✓

No

Finance

Yes

✓

No

Student Records

Yes

✓

No

Career Counselling

Yes

✓

No

Aptitude Testing

Yes

✓

No

Examinations/Evaluation/
Assessment

Yes

✓

No

Yes

✓

No

Any other (specify and indicate)

Yes

No

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

Yes

✓

No

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

Yes

✓

No

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

Yes

✓

No

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

Yes

☒

No

☐

b. ✓

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

a) for teachers

☒

b) for students

☒

c) for non - teaching staff

☒

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

Yes

☐

No

☒

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

Yes

☐

No

☒

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

Yes

☒

No

☐

Criterion VII: Innovative Practices

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

NAAC: Self - Study Report of MirzaGhalib Teacher's Training College, Patna

	Category	Men	%	Women	%
a	SC	12	08	09	06
b	ST	02	1.3	00	
c	OBC	13	8.66	35	23.33
d	Physically challenged	01	0.66	01	0.66
e	General Category	10	6.66	59	39.33
f	Rural				
g	Urban				
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	Nil		Nil	
b	ST	Nil		Nil	
c	OBC	05	38	04	33
d	Women	07	54	04	33
e	Physically challenged	Nil		Nil	
f	General Category	08	61	08	66
g	Any other (specify)				

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

NAAC: Self - Study Report of MirzaGhalib Teacher's Training College, Patna

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

Fix

PART-II: EVALUATIVE REPORT

Executive Summary

1. Executive Summary :

MirzaGhalib Teacher's Training College (M.G.T.T.C) managed and financed by Edara Al-NishatMuslemeen Educational Society (Edara), Raja Bazar, Patna, which is functioning from the campus of MirzaGhalib Teacher's Training College, A/7, Indrapuri Colony, Ashiana Road, Raja Bazar, Patna – 800014, a non-governmental organization (NGO) which was established in the year 1995. Though the aims and objectives of Edara was / has been varied its main objectives was to manage and strengthen the college, M.G.T.T.C, which was established in the year 1988.

In response to the new educational policy 1986 during the prime minister's late sri Rajeev Gandhi an announcement was made by the state government in the year 1988 that private parties are allowed to establish teacher training colleges without seeking formal permission from state government. Taking full advantages of this fact the founder member of MirzaGhalib Teacher's Training College (M.G.T.T.C), Latesri Ismail Karim established the college in the year 1988. With view to provide immediate employment to the educated poor and down trodden youth – Boys & Girls as also to the neglected and off stream youth – Boys & Girls of minority community facing unemployment and misery and to provide effective useful and meaningful modern education to the ever growing population in the village and town who were neglected mal-adjusted and ill-treated at the hands of untrained school teachers but state government did not heed to stick to the announcement and did not extend recognition to the college till the National Council for Teacher Education (NCTE) came in to effect in the year 1997. Grant of recognition was refused by NCTE on the ground of Non-issue of a No Objection Certificate (

NOC) by the state government. This obstacle stood as a huge rock at the mouth of the tunnel (objectives of the college) and the managing committee of the college was left with no other option then to remove the obstacle (clause V (a & b)) – provision of NOC from NCTE regulation (Norms and standards) issued by NCTE. Fortunately the managing committee of the college as also other training colleges suffering from the same obstacle were able to convince the authorities concerned for the removal of the condition of obtaining NOC (clause V (a & b)) from the NCTE

Regulation 2006 when the obstacle of NOC was removed the college was able to obtain recognition for a Bachelor of Education (B.Ed.) course with an intake of 100 from NCTE in the year 2007 and begin functioning to cherish its objectives which was put under the carpet for about 20 long years (1988 – 2006).

This is not only an achievement of this college because along with this college other institutions in the state were / are being granted recognition and the number of training colleges in the state of Bihar exceeded 200 marks.

MirzaGhalib (B.Ed.) Teacher's Training College is completing its functioning for Nine Years since then it has been able to add one more course namely Diploma in Education (D.Ed.) in the year 2009 and in the process of adding one more feather – Master in Education (M.Ed.) course.

Criterion- Wise Analysis

CRITERION I

Curricular Aspects

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

The objectives of MirzaGhalib Teacher's Training College here and hereafter called - M.G.T.T.C is to provide immediate employment to the poor and down trodden as also the wide range of neglected minority community youth - Boys & Girls already educated and facing unemployment and to make them responsible to educate in the right direction and make able citizens to the ever growing population - Boys and Girls spread over the rural and urban areas of our country with a view to meet individual, family community and the Nations challenges and to make them able to face national and international challenges in the era of Globalization.

- 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).**

A curriculum is sometimes mistaken to be the decisions or guidelines provided by statutory academic bodies such as universities, boards or other educational organizing units to be dealt in the class room by the faculties. A curriculum is something more than syllabus. It is a need based development and addition to the syllabus. Various steps in the development of the curriculum undergoes through extra-curricular and other activities, performances and feedback of the faculties, students, alumni, employers and academic experts during an academic session.

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

Our curriculum has been dealing with internationalism since independence. This trend has been further enlarged and expended in the curriculum after Globalization. As such our students are trained and encouraged to develop the following traits :-

- I. International integration and the use of United Nations Organization in dealing with various problems such as control of population, growth of vegetation / forestation, control of climate / pollution
- II. Maintenance of world peace, security and check on arms specially nuclear arms.
- III. Control over death and disease and illegal trafficking of drugs etc.
- IV. Spread of trade and communication between nations.
- V. Spread of education specially environmental education and human rights.

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

In the present scenario ICT has become a vital part of education through which students are enabled to know many events developing in the world and their solutions.

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

The institution makes active and continuous use of ICT in curriculum planning. The policies, plans and programs adopted by the faculties are incorporated and circulated among students through ICT.

1.2 Academic Flexibility

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

The trainee teachers are sent to different schools to teach the students. They usually survey the different activities performed there. They teach the students in the classroom and trained them in preparation of Academic calendar, Time table, TLM and craft work.

- 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?**

As regular and active participation of the students in various campus and field activities provides flexibility in various operational curriculum so the institution lays at most importance to it

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

Various value added schemes have been added in the curriculum in order to develop communication skills (verbal and written) among the students. These schemes are the use of language lab, library work, completion of project and exposures various outdoor programs such as excursion, visit to museum, fairs specially books fairs and historical places.

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

i. Interdisciplinary/Multidisciplinary

Various papers in the courses are of Interdisciplinary nature. This is achieved through educational philosophy, sociology, psychology, applied psychology, contribution of contemporary educational philosophers and thinkers etc.

ii. Multi-skill development

Multi-skill development is achieved through curricular and extra-curricular activity, action research, book review, preparation of TLM, use of projectors etc.

iii. Inclusive education

Inclusion of different types of students like dumb, deaf, lame, blind and average students in the same classroom and dealing by the same faculty member

iv. Practice teaching

Independently dealing / teaching the students by the trainee teachers.

v. School experience / internship

By sending students to different schools for teaching and discharging different school work such as managing assembly, calling student attendance, placing teachers in the classroom and preparation of TLM, Time table etc.

vi. Work experience /SUPW

Involving students in making goods, tools such as preparation of chalk, candle, duster, scale, broom, baskets etc.

vii. Any other (specify and give details)

1.3 Feedback on Curriculum

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

Feedback from the students, alumni, employers, community, academic peers and other stake holders is obtained by the faculties by means of various evaluative method such as oral and written questions and evaluation of participants, demonstration etc.

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.

Yes, if there is a gross negative feedback the process/method of teaching has to be reviewed and changed. If the feedback is positive some minor correction / individual treatment is needed.

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

The institution contributes in the process of curriculum development through various means such as feedback and timely suggestion.

1.4 Curriculum Update

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

No changes

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

The institution has not felt any need for curriculum revision.

1.5 Best Practices in curricular Aspects

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

In order to maintain sustenance and enhancement of curricular aspects, the faculties are strictly made responsible to sincerely, effectively and timely dealing of the subject / topics in the class room with the best satisfaction of the students. Besides the institution takes care to provide exposures to the students under the guidance of the faculties on various kinds of extra-curricular activities

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

The institution takes utmost care to implement the curricular aspects through various innovative ways such as use of computer, educational CDs and completion of project design by the faculties.

Criterion-II

Teaching Learning and Evaluation

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Admission is made through an entrance test in which general students are considered for admission securing at least 50 % marks (OBC & Others 45%) at the qualifying examinations of the courses.

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

Advertisement is made in a leading newspapers in the month of January / February giving details of number of seats available in each course, the qualifying criteria and date schedules for obtaining forms and prospectus, date for test, announcement of result, counseling, admission and reservation policy of the university / state government.

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

Admission process is monitored by committee consisting of faculties, working under the principal.

- 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).**

This is made possible by strictly following the reservation policy of the state government.

- 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.**

There is no such provision.

2.2 Catering to Diverse Needs

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

In the beginning of each course / session i.e. before beginning the curricular schedules the Trainee-Teachers are addressed and made fully aware how they and their trainers (faculties) would proceed. They will be made aware that they would not merely sit tight on the benches and attend to lectures delivered. Their role will be quite different. They have to transform themselves into a teacher whose main goal will be to mould to the crude behavior of their students to a refined, suitable and workable behavior of an Indian citizen.

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

By providing all possible requirements help and assistance to the students.

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

Activities like Drama, Debates, Celebration of important festivals of different religions and National festivals are some of the important features which are undertaken to infuse sense of diversity and equity among trainee teachers.

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

The institution is able to know knowledge and sensitiveness of the teacher educators about the diverse student needs through observation and of their performances.

- 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?**

Various practices like diagnostic tests and action research are undertaken to test knowledge and skills related to diversity and inclusion among the trainee teachers and then remedial measures are taken in tutorials.

2.3 Teaching-Learning Process

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

“Active learning” facility is provided through various means such as use of library, free handling of website and assignments of group and individual project work etc.

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

Student centered education is provided through group activities and individual assignments to the trainee teachers. The trainee teachers make personal efforts solve the problems and explain an exhibit their findings by means of oral / written answer.

- 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.**

In order to make learning effective the institution makes use of models, projectors and multimedia devices.

- 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.**

Yes, the institution has provision for additional training in models of teaching. There is a provision for inviting experts as guest faculties.

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

Yes, the trainee teachers make use of micro-teaching technique. The skills practiced are as under:

- I. Introductory questioning skill
- II. Illustrative technique
- III. Developing question technique
- IV. Black board work skill
- V. Demonstration of model skill
- VI. Class management skill
- VII. Evaluation skill
- VIII. Disposal of class skill

Each student has to display three to four lessons per skill.

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

The scheme of practice teaching in schools is as under:

- I. Each student gives two lessons per day
- II. Teacher educators observe each and every student.
- III. Peers observe at least five students every day.
- IV. Feedback is given by teacher educators on every lesson plan.

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

Practice teaching is conducted in one lot for forty days, after micro teaching and supervision is done by the teacher educator.

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

Yes, lesson plan is develop in co-operatively involving the school staff and the mentor teachers. The lessons are planned under the guidance of the mentor teachers who give demonstration in different subjects before actual work begins.

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

Trainee teachers are prepared for managing the diverse learning needs of students in schools in the following manner :

- I. To conduct psychological test
- II. To observe and analyse the behavior of school children.
- III. To solve the problems of diverse learning situation.

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

The trainee teachers are provided different types of ICT and E-learning content and they are motivated how could learning be made effective

2.4 Teacher Quality

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

No

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

35 : 1 (This is determined by taking into consideration requirements of teachers for all the subjects including other activities like craft, game, dance, music, language etc.

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

Though , oral questions asked on the topic taught. Corrective mechanism is according adopted on the outcome of the feedback, if felt necessary.

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

By providing related information and latest orders /circulars issued by education department.

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

Through books, journals and other literatures provided by the institution. Besides mutual consultations, exposures, use of internet, seminars and workshops attended help a lot in keeping pace with recent developments in school subjects and teaching methodologies.

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

In order to ensure personal and professional development the institution provides training, Research career development and promotional facilities to teaching staff.

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

Those staff members whose performance is superb are rewarded monetary benefit like double/triple increments or upgrading their pay scales.

2.5 Evaluation Process and Reforms

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

The barrier to student learning is identified and communicated in conducive environment and is addressed by the faculties.

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

The students are internally assessed and evaluated through various mean on the principle of continued assessment and evaluation such as:

- I. Students are assessed and their performance noted in each class and in activities they perform outside the class.
- II. They are given assignment in each theory paper and asked to provide exhaustive answers giving details.
- III. They are assigned craft and sessional work and watched their performance.
- IV. They are evaluated in mid-term examinations.
- V. Finally they are externally evaluated by the university and accordingly awarded degrees and certificates.

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

There transparency in the assessment and evaluation and the corrective measures are associated with suggestions and guide lines.

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

ICT is used in every act/phase of assessment and evaluation such drawing programs preparation of question, results and various types of figures, data, chart, formats etc.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

N.A

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

N.A

Criterion-III

Research, Consultancy and Extension

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The institution grants extra increments to the teaching staff motivate them to take up research in education

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

Case - study of problematic behavior child.

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

No

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

The faculty member have been organizing one seminar every year and they have attended more than two dozen seminars, workshops and conferences.

3.2 Research and Publication Output

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

Charts and models are developed by the students with the help of teachers and Resource – persons

- 2. Give details on facilitates available with the institution for developing instructional materials?**

- I. Financial
- II. Human Resources

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

Yes, programmed instruction materials (Services and Branching) are developed.

- 4. Give details on various training programs and/or workshops on material development (both instructional and other materials)**
- a. Organised by the institution
 - b. Attended by the staff
 - c. Training provided to the staff

Refresher course and orientation programme organized by the institution and attended by the staff

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

No

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

No

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

No

3.3 Consultancy

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

No

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

N.A

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?

Nil

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

N.A

3.4 Extension Activities

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

There has been a free mixing of the local community and the managements staff and students of the institution on the occasion of the independence day, Republic day, and on all major institutional celebrations. On these occasions the local community is invited and a community feast is organized. The local people join the students and staff in deliver speeches and display their talents in the cultural programmes organized by the students. Beside the students occasionally go to the community for educational survey and for gathering necessary information about the community.

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

The institution has been considerably benefitted due to community participation in institutional affairs and community institutional networking.

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

The institution plans to strengthen the existing institution community relation and to develop community orientation to students concerning socio-educations needs of the community.

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

Not yet

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

Development of social and citizenship values and skills among students have been made possible due to active and meaningful relation co-existing between the institution and community.

3.5 Collaborations

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

No linkage has been established as yet.

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

No such linkage has been established.

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

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension

- Publication
- Student Placement

N.A

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

There is no such system in force in the state education system as yet.

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

Such system is in force only before only before and during the practice lessons are in force in the schools.

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

Such collaboration take place during practice lesson, seminars, workshops conferences etc.

3.6 Best Practices in Research, Consultancy and Extension

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

N.A

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

N.A

Criterion-IV

Infrastructure and Learning Resources

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes, the institution has physical infrastructure as per NCTE norms

- Facilities such as conference hall, multipurpose hall, library, laboratories, classrooms, common room for girls and boys etc. are available as per NCTE norms and standards.
- Amount spent : `

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

By approaching the society for monetary help.

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

Multipurpose hall, craft Room, language lab, ICT lab, physical health lab, play field for games and sports are available.

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

Our institution is self-sufficient and there is no such arranged like shared-programmes.

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

Facilities like rest room including common room (for boys and girls alike) wash room (for men and women), canteen, health center are available in the institution.

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

Not at present available in the institution.

4.2 Maintenance of Infrastructure

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

Budget allocation on the following heads are as under :

- Building ` **1,15,00,000/-**
- Laboratories ` **5,00,000/ -**
- Furniture ` **9,75,000/-**
- Equipments ` **5,75,000/-**
- Computers ` **5,00,000/-**
- Transport/Vehicle ` **10,00,000/-**

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

The available infrastructure is optimum and its depreciation has not begun.

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

The environmental issues are quite friendly to the institution.

4.3 Library as a Learning Resource

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

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

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

The library resources available to the staff and students are as under:

I.	Text books and References books	-	9324
II.	Magazines	-	3 types
III.	Indian journals	-	7 types
IV.	Educational CD'S & DVD'S	-	23
V.	Facility of language lab		
VI.	Facility of internet		

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

There is a system available to review the library resources. There is a three man library committee consisting of the principal, the librarian and a faculty member. The committee works as a watch dog and approves the inclusion of books in the library.

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

No

- 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, staff and students are freely use it, and there is one period every day is allotted for use.

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

No

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

The library remains open and working for 6 and half hour on each working day during the academic session.

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

Information about new arrivals in the library is given through "Notice" issued.

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

Not yet.

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

There is no such facility.

4.4 ICT as learning Resource

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

Computer lab - yes

Internet facility - yes

Audio visual - yes

For optimum utilization of ICT lab, there is a provision in daily routine.

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

Yes, fundamentals of computer and use of multi-media in education.

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

Institution provides resource – persons (multimedia expert) to the students to use the ICT.

- 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)**

During the development of lesson plan and micro teaching Audio-visual facility is provided to provide feed-back and self-learning.

4.5 Other Facilities

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

No

- 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?**

CD's and Audio-visual aids are available concerning teaching skills.

- 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?**

- I. Physical science laboratories
- II. Bio science laboratories
- III. Language lab
- IV. Lab for mathematics
- V. Social science lab

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

The facilities available in the multipurpose hall areas under :

- I. Projector
- II. Podium
- III. Audio-visual Aids
- IV. Musical instruments
- V. Sports-goods
- VI. Transport facility

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

Yes,

- I. Projector
- II. Smart board
- III. Audio-visual facility

4.6 Best Practices in Infrastructure and Learning Resources

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

Child-centered approach and individualized instruction materials are used.

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

- I. Programmed instruction materials
- II. Power point presentation is given by every student from concerning subjects

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

Institution is practice to provide smart class facilities and Tele-conferencing facility.

Criterion-V

Student Support and Progression

Criterion V: StudentSupport and Progression

5.1 Student Progression

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

The student preparedness for the program is assessed through the following means :

- Through achievement test
- Presentation of paper
- Professional skill
- Remarks and back during practice teaching
- Continuous (unit wise) comprehensive test and
- Academic and co-curricular activities.

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

The promotion of campus environment for motivation, satisfaction, development and performance etc. is achieved through the following means :

- Use of library and
- ICT Lab

- 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?**

There has not been any drop out.

- 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?**

Additional services (Tutorials) for undertaking TET and SLET examination are provided by the institution, enabling them to obtain jobs. More than 300 students took up the tests in which about 200 achieved success.

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

On average 10% of the students go for further study/choose teaching as a career.

I. To M.Ed. Course.

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

- I. Use of ICT and computer
- II. Use of internet
- III. Projector
- IV. Audio-visual facility
- V. library

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

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

N.A

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

No

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

N.A

5.2 Student Support

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

The programs are planned as under :

- I. Unit-wise planning and evaluation of curricular activities
- II. Two co-curricular activities are planned and organized every month on the occasions of jayenties and festivals

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

Different curricular activities such as Drawing, painting, debates, disunions, quiz completion are planned and executed for different group of physically challenged students saulted to them.

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

Yes the institution has monitoring arrangements about 15 students are assigned to each faculty member for guidance and coucelling.

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

Faculties are encouraged and allowed to participates in different seminars and workshops for their enhancement and effectiveness in teaching.

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 website. All important information, data facts and figures are posted and updated in the website

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

Yes the institution has remedial program. At the end of every unit in every subject an remedial teaching is provided after a diagnostic test through tutorial mode of teaching.

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

Following teaching strategies are adopted for advanced learners and slow learners :

- a. Advanced learners :
Lectures, Seminars, Group discussions and Deductive, Analectic and Synthetic methods of teaching are used for the advanced learners.
- b. Slow learners :
Supervised teaching and Role play, inductive, demonstrative and activity based methods of teaching used for the slow learners.

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

Following guidance and counseling services are available in the institution for the students :

- I. Educational guidance
- II. Vocational guidance
- III. Personal guidance
- IV. Health base guidance and
- V. Follow-up services guidance.

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

A committee consisting the secretary, principal and a faculty is existing for grievancesredressal of the students.

Major grievances like provision of certain books in the library have been met effectively.

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

The progress of programs are monitored through achievement test after the end of every unit.

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?

Students competency is ensured after supervision of Micro teaching in the institution and supervision feedback and guidance of every student during practice teaching

5.3 Student Activities

- 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.**

No

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

Facilities of indoor and outdoor games are available in the institution and competitions are organized annually.

- 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.

N.A

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

N.A

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

N.A

- 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?**

N.A

Criterion-VI

Governance and Leadership

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Purpose, vision, mission and values are preparations for the ever growing rural and urban population – Boys & Girls for meeting the challenges National and Global in the field of Socio-Economic and educational environment individual and group in order to make them civilized able and enlighten citizens of India.

- 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

- 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 role of management committee is to improve the quality of institutional administration and quality of teachers of teaching and non-teaching staff.

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

To insure the responsibility a management and head of the body to call for a meeting of concerning body.

- 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?**

For the varied information head of the institution try to collect the data from more than one medium direct to indirect.

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

To identify the barriers institution tries to collect the information from alumni's and other stakeholder.

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

A management encourages the subordinate and provides finance and human resource to support in improving the effectiveness and efficiency of the institution.

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 leadership roles of the head of institution are follows as –

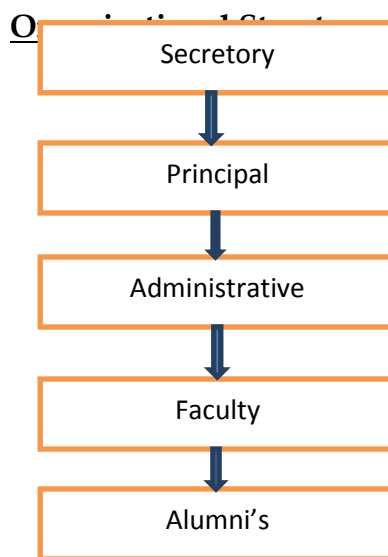
- I. To make time table
- II. To designing an activity based curriculum
- III. Making a disciplinary rule for the institution
- IV. A location of finance for different types of co-curricular activity
- V. To motivate human resources

6.2 Organizational Arrangements

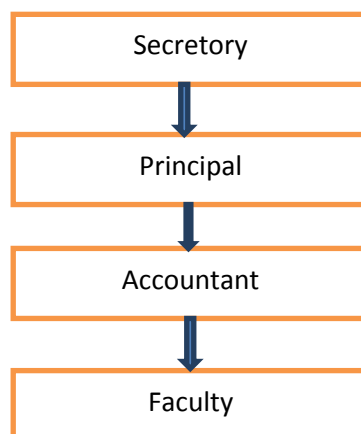
1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the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

- I. IQAC
- II. Alumni's
- III. women cell.

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



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



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

Exchange of faculty

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

Yes,

- To demolish, barrier.
- Some major steps concerning to quality improvement adopted by other stakeholder.

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

The initiative of institution is promoting co-operation knowledge innovation and empowerments of faculty are highly positive and always try to get trained.

6.3 Strategy Development and Deployment

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

No

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

N.A

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

Through self-financing

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

Academic plan is planned through yearly meeting of managing committee members and its subordinates during practice teaching support of school teachers taken a feedback.

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

To assure employees contribution for institutional development institution collects sufficient information through feedback after meeting, group and individual.

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

Through yearly evaluation by society, other stakeholders and alumni of the institution.

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

Institution provides resource person to use new technology and sufficient training for teacher education.

6.4 Human Resource Management

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

Feedback given by students, peers group, administrative helps the institution to identify the faculty development needs.

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

Standardized rating scale and observation tools are used to assess the performances of the faculties and non-teaching staff.

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

We provide part-time short term training programme to improve the professional quality of staff and faculty.

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

Yes, through Resource persons available outside the institution.

- 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.)?**

Institution recruits every staff through the process of advertise much and short listing by a committee, supported by subject experts in the a representative of affiliating university interview.

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

Part time/adhoc, faculties are selected and appoint on the basis of recommendations made by a committee consisting of a member of the managements, principal and a faculty member.

- 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).**

To insure the professional development of the faculties are motivated to join refresher courses organized by UGC, staff council during vacations.

- 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 institution provides well-furnished function office place equipped with ICT.

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

The principal has been authorized to provide information sought by the faculties and other staff members.

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

There is a systemic division of work, concerning to they may be engaged in to ensure their professional development.

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

Yes, after completion of the session rewards are provided to motivate the faculties on their performances.

6.5 Financial Management and Resource Mobilization

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

No

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

No

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

Yes

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

Self – financing

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

Yes, audit report is being attached

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

6. 6 Best practices in Governance and Leadership

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

Co-operation, routine work discipline and democratic form of discussion making body.

Criterion-VII

Innovative Practices

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

No

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

To fulfill the goal of intuition it provides quality training programme with sufficient practices and using other higher teaching devices as Seminar, workshop re-fresh courses etc.

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

Institution insure the quality of academic programme by modern technique of evaluation.

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

The quality and financial management ensured through committees consisting of a member of management, principal and a faculty member.

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

The institution identifies and shares good practices with various constituents through enter departmental consultations and coordinations.

7.2 Inclusive Practices

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

Institution always provide appropriate trainees consign to inclusion to teacher educators.

- 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.**

Group and individual are organized by the institutions.

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

- I. Educational survey
- II. Cultural activity
- III. Celebration of festival

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

Assessment of the teacher through the rating scale till by the students peering group and school / college administrators.

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

To provide special need assistive technology or tools.

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

Institution organized a special cells with is needed by female students to solve their problem.

7.3 Stakeholder Relationships

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

The institution ensure the access to the information on organization performance to the stakeholder by the following means :

Student feedback, teachers feedback, principal feedback, non-feedback.

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

Through achievement test, performance and rating scale.

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

Student feedback, survey technic, feedback given by alumni :

The collected date are analysed then after try to meet out the barriers and the feedback given by the alumni professional community and other stakeholders are considers as a major tools for the enhancement of quality.

Mapping of Institution Activities

Mapping of Academic Activities of the Institution

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

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

D. Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution
with seal:

Principal
Mirza Ghalib T. T. College, Patna

Place:

Patna

Date:

15/04/15

