SHRI VARNEE DIGAMBE, JAIN GURUKUL COLLEGE JABALPUR

NAGPUR ROAD, GARHA JABALPUR

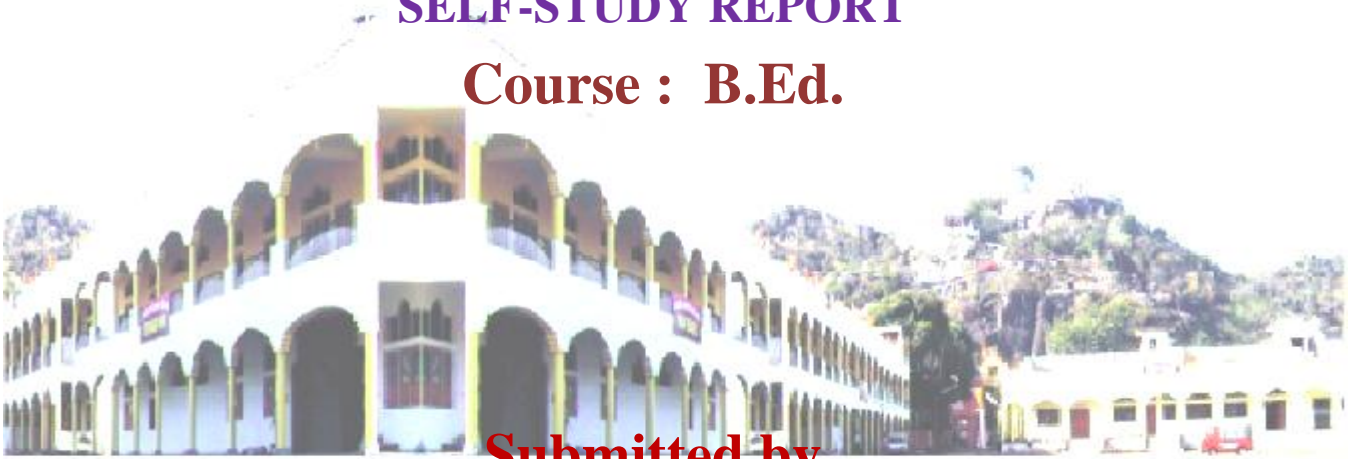RUN BY

SHRI VARNEE DIGAMBER JAIN GURUKUL SAMITI JABALPUR

(Estd. 1946)

SELF-STUDY REPORT

Course : B.Ed.

Submitted by

Dr. Roli Sabhlok

Principal

Prepared by

Dr. Sunil Jain

Steering Committee Coordinator

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE- 560 072

PREFACE

It is my great pleasure to write the preface of the SSR, I feel greatly relieved to being accomplished such a stupendous task. One needs to keep in mind the seriousness of the endeavour and the expectations of the NAAC from the accreditation college in submitting the report. I understand, the SSR to be the most valuable document, as this is the first attempt of the college to submit its SSR, all efforts made by the college then had turned futile. I was deeply conscious about the time frame this time and am very pleased that the task could now be accomplished within the stipulated time.

The document has been prepared strictly in accordance with the provisions laid down by the NAAC. Care has been taken to ensure utmost devotion, sincerity and honesty towards both; the institution and the NAAC.Shri Varnee Digamber Jain Gurukul College, Jabalpur happens to be the most reputated College for teacher education in Central India and was founded in 2009, with the mission to provide sound learning, to build moral character and to inculcate spiritual truths among the students., The institution has been striving continuously to fortify its students in the cultural and productive aspects, drawing out the best in their body, mind and spirit. The college has contributed in its own way to the transformation of the social conditions of the country and to the strengthening of the values as enshrined in the preamble to the Constitution of India, such as; ―justice, social, economic and political, liberty of thought, expression, belief, faith and worship. It has played its own role in the establishment of a socialist, secular and a democratic order with mutual respect and tolerance towards all religions existing in the country. Messages to the same effect are a regular feature of the college chapel which is conducted every day.

The institution is very much aware of the changing dimensions and quality of education which keeps on changing with the passage of time and new discoveries in the area of science and technology. How to cope up with this fast pace of changes has been a

ceaseless effort of the stakeholders of this institution. The institution of NAAC has come out to be of great help not only to the college but also to the other higher educational institutions of India, to evaluate their performance and realize their areas of strengths and weaknesses. The questions that are framed by the experts in the manual are an exposure and guidance to the institution for quality improvement and enhancement.

I, on behalf of the college, reiterate the commitment of the college towards the core values of NAAC. It was impossible for me to complete this self study report without the blessings of the Almighty and the Chairman of the Governing Body of the College, who has placed his full faith, trust and confidence in me. I deeply acknowledge the efforts put in by Principal, Dr.Roli Sabhlok, as well as all the staff members.

I am indebted to all the members of the Steering Committee for NAAC assessment as well as Chairperson of the college slate without whose cooperation the attempt would have been even more difficult. My heartfelt thanks are also due to Smt. Pratibha Jain and Ms. Sushama Jain who have worked day and night to type the whole SSR and give it the final shape. I shall be failing in my duty if I do not acknowledge the cooperation of all the members of the teaching and the non-teaching staff of the college for their hard work and participation in this exercise. I also wish to record my gratitude to all those who directly or indirectly encouraged and supported me in preparing this SSR.

The institution now looks forward to heartily welcome the members of the NAAC peer team to visit the college premises and validate the report.

Dr. Sunil Jain

Steering Committee Coordinator

Shri Varnee Digamber Jain Gurukul College Jabalpur

Executive Summary

Shri Varnee Digamber Jain Gurukul Samiti was registered in the British Period in 1946 at Jabalpur ,in which eight founder members were also freedom fighters against British dynasty in India. The parent body established the Shri Varnee Digamber Jain Gurukul College, Jabalpur [M.P.] for imparting quality education to meet the genuine need of the people of the region in particular with poor folk in focus in the College functions under the aegis of the Society. The Society is financially sound enough to sustain infrastructure and provide modern facilities to meet its stated vision. Spread over well developed, elegant lush green campus, the College is located in a serene and pollution free surrounding. Its learning environment is secure enough to attract all, female learners in particular

Shri Varnee Digamber Jain Gurukul College, founded in 2009, stands near the banks of river Narmada with its majestic building and a beautiful campus of natural scenic beauty away from the noisy and polluted environment of the city. The college is administered and maintained by a society of Jain Community established in 1946. . The college is the pioneer institute for Teacher education in Central India. It has revolutionized teacher education by fortifying its students not only in the cultural aspect, which makes a person grow, but also in the productive aspect, which makes a person to do things.

The education here has aimed at drawing out the best in body, mind and spirit of its students. The college lays emphasis on the ideal of high moral standards- honesty, truthfulness and on the achievement of true scholarship. The goals and objectives of the college have been stated in the evaluative report of by the Department of Higher Education, Govt. of Madhya Pradesh. . The college selects the subject combination options in such a manner that it may cater to all kind of students. Income of the college has never been the

criterion of running different courses. What is stressed at is the overall development, growth and progress of the students under planned monitoring.

. The college has a well established mechanism (IQAC) for evaluation and appraisal of its faculty and students. for the smooth functioning of its day to day activities. This gave an altogether new outlook to the college and a definite boost to its performance. On the promotion of research culture among the faculty the college has shown deep concern. All faculty members whether appointed on regular and basis have been instructed to complete their Ph.D. Degree within two years. For other facilities granted by the college for research activities kindly refer to 3.1.2 of the SSR. The faculty also guides students of certain subjects to write dissertations, term papers or research papers and assignments, project works, etc. All support and facilities are provided by the college to such students to accomplish their task.

The teachers have been instructed to pay maximum emphasis on establishing collaboration/ linkage with other institutions/ industries and organizations so as to not only ensure practical training to the students but also to look for job prospects for them in future. With a view to cater to the community needs the college plans its extension activities and organizes camps and programmes at different places looking to the priorities and issues. The college abounds in physical facilities necessary to run the programmes it has undertaken efficiently. It has a campus area of approximately 5 acres with a built-up area of 9210 sq. meters. It has 03 separate parking places for staff and students, 02 separate and well designed and constructed academic blocks,with well equipped laboratories and rest rooms, an auditorium with the seating capacity of 500 students, a well established central library, a well equipped gymnasium, conference hall, play grounds, canteen, a 50 bedded hostel and 2 huge gardens at the front and the back of the academic buildings. Financial assistance is provided in the budget every year for maintenance of the infrastructure and for purchase of other

equipments so as to keep pace with the academic growth of the institution. In the recent past heavy expenditure has been made for the expansion of infrastructure and learning resources. The college prospectus which is published every year provides clear information to all concerned about the admission and completion requirements Self-Study Report . Besides studies, a number of programs like cultural activities, sports, national days' celebrations, Mahavir Jayanti celebrations, and other extension activities like community work, tree plantation, blood donation,health check up camps etc. are also organized by the college during the session. Students' progression is monitored effectively by the class teachers during classes through class tests, CCE and assignments, etc. Feed back is collected from the outgoing students every year on the assessment of teacher's performance, college environment and academic work, students' academic programme, etc. which is utilized by the institution for quality enhancement. For the development and promotion of leadership qualities, every activity of the college is ensured by the participation of all concerned. These activities in agreement with the administrative and academic planning of the college can be witnessed by the constitution of different cells and committees for the purpose. Short term loans are provided to both teaching and non teaching staff members looking to their needs. For medical facilities to staff & students the college has a tie-up with Bombay Hospital Jabalpur situated at a distance of about 5 km. from the college premises.

To solve the grievances of the staff and the students the college has a Grievance Redressal Cell. Resource mobilization and planning is ensured by the IQAC and the Managing Committee of the college constituted by the Chairman of the Governing Body for the purpose. The Managing Committee prepares the budget of the college every year for the allocation of financial assistance to all branches of the institution judiciously. The budget is then submitted to the Governing Body for final approval. The college adopts all standard

procedures prescribed by the Government and other approved agencies for budgeting and auditing. etc. Staff members are supposed to fill Daily Diary and Students Attendance Register every day which is checked by the head of the institution regularly.

To maintain quality in academic and administrative aspects the college has undertaken a number of steps like CCE, Parents Teacher meetings, 04 kinds of feed backs to be filled by the students which includes issues like, course content, infrastructure, teachers performance, etc. Administrative reforms are enforced every years looking to the needs of the time, for example, the restructuring of the different committees into cells, etc. Stress is laid on value–based education so that good citizens with a commitment towards social responsibilities are produced. The college begins with Chapel everyday for the promotion of high morals and values among the students. Lectures from renowned personalities belonging to different fields are organized regularly in the college so as to instill in them the feeling of social responsibilities and nationalism.

Shri Varnee Digamber Jain Gurukul College is famous in the State for its discipline, academic excellence and infrastructure facilities.. The College understands that the key to fair well in global competition depends upon sustainable development, excellence, innovativeness, flexibility, accessibility and a wider range of programme options and therefore the college is struggling hard to reach these objectives. The college's history, policies, practices, programmes, resources and performances bears testimony to the fact that the college has sincerely and devotedly served the area of higher education since last 7 years.

The college has played responsible roll in spreading knowledge and its students have brought laurels to the institution in all spheres. The college ensures to all well wishers that within the next five 5 years the college will include in its curriculum new professional courses like M.Ed. B.Sc. M.Sc. in a number of subjects, and a number of diploma courses.

Let the light coming from the portals of Shri Varnee Digamber Jain Gurukul Jabalpur continue to illumine generations to come and may this glorious institution scale new height.

LIVE AND LET LIVE

SHRI VARNEE DIGAMBER JAIN GURUKUL COLLEGE JABALPUR [M.P.]

NAAC SELF STUDY REPORT
[Programme - B.Ed.]

CONTENTS

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution: **SHRI VARNEE DIGAMBER JAIN GURUKUL COLLEGE JABALPUR (M.P.)482003**
2. Website URL : **www.varneegurukul.org**
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	**0761-2671828**	**0761-2673972**	**suniljain337 @gmail.com**
Vice-Principal	**0761-2671828**	**0761-2673972**	**suniljain337 @gmail.com**
Self - appraisal Co-ordinator	**0761-2671828**	**0761-2673972**	**suniljain337 @gmail.com**

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	**9425453571**	**9425453571**
Vice-Principal	**8269202911**	**8269202911**
Self - appraisal Co-ordinator	**9174653853**	**9174653853**

4. Location of the Institution:

Urban √   Semi-urban ☐   Rural ☐   Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres: **4.58 Acres**

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

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

MM	YYYY
10	**2009**

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

    Rani Durgavati University Jabalpur [M.P.]

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

    Not Applicable

    Month & Year

	MM	YYYY
2f	-	-

    Month & Year

	MM	YYYY
12B	-	-

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)	**Senior Secondary**	**B.Ed.**	**UG/PG**	**Degree**	**2 Years**	**Hindi, English**

(Note –NCTE now started 2 years B.Ed. Degree Course from the session 2015-16)

ELIGIBILITY FOR B.Ed. PROGRAMME-

Minimum Percentage of Marks in U.G./P.G. Degree for admission is

- ❖ for Open Classes   -   50%
- ❖ for Backward Classes   -   50%
- ❖ for Scheduled Caste/Scheduled Tribe – 45%

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Senior Secondary	**B.Ed.**	**WRC/APW08201/223797/2015/14 3970** **DATE- 31/05/2015**	**Affiliation to be extended every year**	**100**

B) CRITERION-WISE INPUTS

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	√	No
Mission	Yes	√	No
Values	Yes	√	No
Objectives	Yes	√	No

2. a) Does the institution offer self-financed programme(s)? | Yes | √ | No | - |

     If yes,

       a) How many programmes? | **ONE** |

       b) Fee charged per programme | **B.Ed. – 35000/-,P.A.** |

3. Are there programmes with semester system | **Yes** |

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.

       | **Nill** |

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

    B.Ed.

11

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	**02**

    ❖ Appraisal on the pedagogical performance of the teachers is collected for the students once in 6 months.

    ❖ Collected self-appraisal data from the teachers.

8. Are there Programmes with faculty exchange/visiting faculty

Yes	-	No	√
Number	**NIL**		

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

    - Heads of practice teaching schools

Yes	√	No	

    - Academic peers

Yes	√	No	

    - Alumni

Yes	√	No	

    - Students

Yes	√	No	

    - Employers

Yes	√	No	

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

One Year

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) —

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

2. Furnish the following information (for the previous academic year): **2014-2015**

   For B.Ed. Programme

   a) Date of start of the academic year **01/07/2015**

   b) Date of last admission **30/06/2015**

   c) Date of closing of the academic year **30/06/2016**

   d) Total teaching days **260 Days**

   e) Total working days **240 Days**

3. Total number of students admitted **[Session-2015-2016]**

Programme	Numbner of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	20	80	100	20	47	67	07	26	33

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).

    For B.Ed. Programme 2014-15

    a) Unit cost excluding salary component | 1800/- |

    b) Unit cost including salary component | 3500/- |

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session[**2014-2015**]

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	74%	50%	65.11%	45%

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
B.Ed.	51.4 %	22.2 %	26.4%

10. Pre-practice teaching at the institution

    a) Number of pre-practice teaching days | 1 | 5 |

    b) Minimum number of pre-practice teaching | 1 | 5 |
        lessons given by each student

11. Practice Teaching at School

      a) Number of schools identified for practice teaching

0	6

      b) Total number of practice teaching days

4	0

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

4	0

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

No. of Lessons In simulation	· 10	No. of Lessons Pre-practice teaching	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
B.Ed.	**25%**	**75%**

16. Examinations

      a) Number of sessional tests held for each paper

0	5

      b) Number of assignments for each paper

0	3

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)	**LCD Projector** **OHP Projector**	-

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

Yes | √ | No | -   Number | **ONE**

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	**02**	%	**15.38**

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
-	-	-	-

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	**x**
○ Adjustment in teaching schedule	√
○ Providing secretarial support and other facilities	**x**
○ Incentive	**x**

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.   **x**

   b. M.Phil.   **x**

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	√	-	06
Academic articles in reputed magazines/news papers	**-**	-	08
Books	**-**	-	02
Any other (specify and indicate)	-	-	-

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

Yes	**-**	No	√

Number	**Nil**

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

	Faculty	Students
National seminars	17	06
International seminars	-	-
Any other academic forum	06	08

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

    (Mark `✓' for yes and `X' for No.)

Self-instructional materials	√
Print materials	√
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
Digitalized (Computer aided Instructional Materials)	√
Question bank	√
Any other (specify and indicate)	-

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

    Yes | √ | No | - |

    If yes, indicate the nature of the post.

    | |

Full-time   √   Part-time   -   Additional charge   -

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

   Yes   -   No   √

       -

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

   Yes   √   No   -

- ➢ Organized Cultural events to expose the talents of our students.

- ➢ Imparted career guidance to the students at the threshold of their life career.

- ➢ Conducted seminars on topics – life skill education, pedagogical methods, communication skills, health and hygiene and women rights.

- ➢ Conducted school enrolment drive to ensure compulsory education for children under 14 years.

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

      08

- ➢ Rotary club/District Hospital organized blood donation camp in our campus and our students volunteered in logistic arrangements.

- ➢ In coordination with the NGO partners organized HIV/AIDS prevention for college girls.

➢ Management and Principal initiated tree planting programme in our 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.

| **Free of Cost** |

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

Local level	√
State level	YES
National level	-
International level	-

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)   9210.13 Sqmts

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

    a) Methods lab   Yes √   No -
    b) Psychology lab   Yes √   No -
    c) Science Lab(s)   Yes √   No -
    d) Education Technology lab   Yes √   No -
    e) Computer lab   Yes √   No -
    f) Workshop for preparing
        teaching aids   Yes √   No -

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

    25

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

    3.00 Lacs

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

    Rs. 1,07,600/-

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

    Rs. 3,58,356/-

7. What is the Budget allocated for Campus Expansion (Building) and upkeep for the current academic session/financial year?

> **Rs7,00000/-**

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

Yes ☐ √   No   ☐ -

9. Total number of posts sanctioned

   For B.Ed. Programme

	Open		Reserved	
	M	F	M	F
Teaching 1+15= 16	01	09	03	03
Non-teaching 12	-04	02	03	03

10. Total number of posts vacant

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

11. a. Number of regular and permanent teachers

   For B.Ed. Programme

   (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	02	8	03	03
	M	F	M	F
Readers	-	-	-	-
	M	F	M	F
Professors/Principal	0	1	-	-

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

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

c. Number of teachers from Same state/ Other states

For B.Ed. Programme

Same state	15
Other states	01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	**1:13**

13. a. Non-teaching staff   **Open   Reserved**

		Open		**Reserved**	
	Permanent	M	F	M	F
		08	02	02	02
	Temporary	M	F	M	F
		-	-	-	-
b. Technical Assistants	Permanent	M	F	M	F
		-		04	-
	Temporary	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)

    57%

16. Is there an advisory committee for the library?

    Yes   √   No   -

17. Working hours of the Library

    On working days   **10:30AM to 5:00 PM**

    On holidays   **-**

    During examinations   **10:30 AM to 5:00 PM**

18. Does the library have an Open access facility

    Yes   √   No   -

19. Total collection of the following in the library

a. Books	**5294**
- Textbooks	**4094**
- Reference books	**1200**
b. Magazines	**10**
e. Journals subscribed	**15**
- Indian journals	**13**
- Foreign journals	**-**
f. Peer reviewed journals	**02**
g. Back volumes of journals	**05**
h. E-information resources	-
- Online journals/e-journals	-
- CDs/ DVDs	**30**

- Databases | **50**
- Video Cassettes | **20**
- Audio Cassettes | **250**

20. Mention the

    Total carpet area of the Library (in sq. mts.)   **200**

    Seating capacity of the Reading room   **60**

21. Status of automation of Library

    Yet to intimate   ☑

    Partially automated   ☐

    Fully automated   ☐

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

    Circulation   ☑

    Clipping   ☑

    Bibliographic compilation   ☑

    Reference   ☑

    Information display and notification   ☑

    Book Bank   ☑

    Photocopying   ☑

    Computer and Printer   ☑

    Internet   ☑

    Online access facility   ☑

    Inter-library borrowing   ☑

    Power back up   ☑

    User orientation /information literacy   ☑

    Any other (please specify and indicate)   ☐

23. Are students allowed to retain books for examinations?

Yes	√	No	-

24. Furnish information on the following

    Average number of books issued/returned per day   **50**

    Maximum number of days books are permitted to be retained

by students | **2 Weeks**

by faculty | **1 Month**

Maximum number of books permitted for issue

for students | **04**

for faculty | **06**

Average number of users who visited/consulted per month

200

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled | **39:1**

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

10%

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

	I 2012-2013		**II 2013-2014**		**III 2014-2015**	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	**522**	**2,03,440/-**	**477**	**2,01,687/-**	**400**	**3,31,000/-**
Other books	**131**	**1700/-**	**85**	**17550/-**	**34**	**6000/-**
Journals/ Periodicals	**06**	**3600/-**	**06**	**5000/-**	**10**	**10000/-**
Any others specify and indicate	**Printing, Stationary, Photocopy**	**50,931/-**	**Printing, Stationary, Photocopy**	**1,92,460/-**	**Printing, Stationary,Photocopy**	**2,08,060**/-
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1 (2012-2013)	Year 2 (2013-2014)	Year3 (2014-2015)
B.Ed.	**03**	**ZERO YEAR**	**01**

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?

12

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)

For B.Ed. Programme :-

	UG B.Ed.		
	I **2012-13**	II **2013-14**	III **2014-15**
Pass percentage	**99**	**ZERO YEAR**	**93**
Number of first classes	**88.65**	**ZERO YEAR**	**100**
Number of distinctions	**-**	**-**	**-**
Exemplary performances (Gold Medal and university ranks)	**-**	**-**	**-**

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

7.

NET

SLET/SET

Any other (specify and indicate)

I 2012-13	II 2013-2014	III 2014-2015
19	ZERO YEAR	27

(The above data is based on the information given by the students)

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

For B.Ed. Programme :-

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Post Matric Scholarship	**Rs. 1,30,405/-**	**ZERO YEAR**	**Rs.2,58,300/-**

(Note :- Session 2013-14 was declared as zero year by the state government)

9. Is there a Health Centre available in the Campus of the Institution?

Yes	√	No	-

10. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	-

Non-teaching staff

Yes	√	No	-

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

Yes	√	No	-

If yes, number of students residing in hostels

Men   **08**

Women   **-**

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

Sports fields

Yes	√	No	-

Indoor sports facilities

Yes	√	No	-

Gymnasium

Yes	√	No	

Availability of rest rooms for Women

13. Availability of rest rooms for Women

Yes	√	No	-

14. Availability of rest rooms for men

Yes	√	No	-

15. Is there transport facility available?

Yes	√	No	√

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

Yes	√	No	-

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√	-	-	√	-	**03**
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

| **2011** |

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

*	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	**20%**	**Zero year**	**14%**
Employment (Total)	**60%**	**Zero year**	**70%**
Teaching	**70%**	**Zero year**	**80%**
Non teaching	**10%**	**Zero year**	**06%**

(Note :- The above information is based on data given by the students, teaching and non teaching staff)

* Approximate data

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.

2012-13	2013-14	2014-15
15	**ZERO YEAR**	**25**

24. Does the institution provide the following guidance and counseling 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	**One meeting per quarter**
Staff council	**One meeting per month**
IQAC/or any other similar body/committee	**One meeting per month**
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	**One meeting per month**

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	-

    Maternal leave, Provident Fund, Festival Allowance

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

0	0	3

5. Furnish the following details for the past three years

   a. Number of teachers who have availed the Faculty Improvement

   Program of the UGC/NCTE or any other recognized organization

03

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

   by the institution

National	0	0	3
International	-	-	-

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

-	-	1

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

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

-	-	1

   e. Research development programmes attended by the faculty

0	0	2

   f. Invited/endowment lectures at the institution

-	0	5

   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   **6 hours**

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

Grant-in-aid   **Nil**

Fees   **Rs. 35,000/- per B.Ed. Student**

Donation   **Nil**

Self-funded courses   **01**

Any other (specify and indicate)   **-**

9. Expenditure statement (for last two years) **B.Ed.**

	Year 1	Year 2
Total sanctioned Budget	**2013-14**	**2014-15**
	43,37,915/-	**39,49,791/-**
% spent on the salary of faculty	**30**	**32**
% spent on the salary of non-teaching employees	**15**	**15**
% spent on books and journals	**10**	**10**
% spent on developmental activities (expansion of building)	**15**	**15**
% spent on telephone, electricity and water	**03**	**04**
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	**04**	**05**
% spent on maintenance of equipment, teaching aids, contingency etc.	**03**	**03**

% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	**03**	**03**
% spent on travel	**3**	**1**
% Any other(Specify Indicate)	**16**	**12**
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.   **Deficit in Rs.**

| NIL | **Rs. ......NIL......./-** |

| NIL | **Rs. ....NIL......../-** |

| NIL | **Rs. .... NIL..../-** |

11. Is there an internal financial audit mechanism?

Yes | √ | No | - |

12. Is there an external financial audit mechanism?

Yes | √ | No | - |

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

Administration | Yes | √ | No | - |

Finance | Yes | √ | No | - |

Student Records | Yes | √ | No | - |

Career Counselling | Yes | √ | No | - |

Aptitude Testing | Yes | √ | No | - |

Examinations/Evaluation/ | Yes | √ | No | - |

Assessment | Yes | √ | No | - |

Any other (specify and indicate)

Yes	-	No	-

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

Yes √   No -

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

Yes √   No -

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

Yes √   No -

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

Yes √   No -

18. Is a grievance redressal mechanism in vogue in the institution?
    a) for teachers   √
    b) for students   √
    c) for non - teaching staff   √

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

    Yes | - | No | √ |

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

    Yes | √ | No | - |

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

    Yes | √ | No | - |

Criterion VII: Innovative Practices

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

   Yes | √ | No | - |

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

   Yes | √ | No | - |

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

For the year 2014-2015 (B.Ed.)

	Category	Men	%	Women	%
a	SC	**04**	**4**	**06**	**6**
b	ST	**04**	**4**	**07**	**7**
c	OBC	**09**	**9**	**16**	**16**
d	Physically challenged	**-**	**-**	**-**	**-**
e	General Category	**10**	**10**	**44**	**44**
f	Rural	**15**	**15**	**42**	**42**
g	Urban	**05**	**05**	**38**	**38**
h	Any other (specify)	**-**	**-**	**-**	**-**

For the year 2013-2014 (B.Ed.)

	Category	**Men**	**%**	**Women**	**%**
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Physically challenged	-	-	-	-
e	General Category	-	-	-	-
f	Rural				
g	Urban				
h	Any other (specify)				

(Note –Session 2013-14 was declared as Zero Year by the State Govt.)

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

For B.Ed. Programme

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	1	6.25	03	25.00
B	ST	1	6.25	01	08.33
C	OBC	04	25.00	02	16.66
D	Women	11	68.75	02	16.66
E	Physically challenged	-	-	-	-
F	General Category	10	62.50	06	50.00
G	Any other (specify)	-	-	-	

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

For B.Ed. Programme

Category	At Admission		On completion of the course	
	Batch I (2013-2014)	Batch II (2014-2015)	Batch I (2013-2014)	Batch II (2014-2015)
SC	ZERO YEAR	10%	ZERO YEAR	10
ST	-	11%	-	11
OBC	-	25%	-	24
Physically challenged	-	-	-	
General Category	-	54%	-	54
Rural	-	-	-	-
Urban	-	-	-	-
Any other (specify)	-	-	-	-

Note – Session 2013-14 was declared as zero year by the state government for B. Ed. Programme

EXECUTIVE SUMMARY

Shri Varnee Digamber Jain Gurukul Samiti was registered in the British Period in 1946 at Jabalpur ,in which eight founder members were also Freedom Fighters against British dynasty in India. The parent body established the Shri Varnee Digamber Jain Gurukul College, Jabalpur [M.P.] for imparting quality education to meet the genuine need of the people of the region in particular with poor folk in focus in the College functions under the aegis of the Society. The Society is financially sound enough to sustain infrastructure and provide modern facilities to meet its stated vision. Spread over well developed, elegant lush green campus, the College is located in a serene and pollution free surrounding. Its learning environment is secure enough to attract all, female learners in particular.

Shri Varnee Digamber Jain Gurukul College, founded in 2009, stands near the banks of river Narmada with its majestic building and a beautiful campus of natural scenic beauty away from the noisy and polluted environment of the city. The college is administered and maintained by a society of Jain Community established in 1946. . The college is the pioneer institute for Teacher education in Central India. It has revolutionized teacher education by fortifying its students not only in the cultural aspect, which makes a person grow, but also in the productive aspect, which makes a person to do things.

The education here has aimed at drawing out the best in body, mind and spirit of its students. The college lays emphasis on the ideal of high moral standards- honesty, truthfulness and on the achievement of true scholarship. The goals and objectives of the college have been stated in the evaluative report of the Department of Higher Education, Govt. of Madhya Pradesh. . The college selects the subject combination options in such a manner that it may cater to all kind of students. Income of the college has never been the criterion of running different courses. What is stressed at is the overall development, growth and progress of the students under planned monitoring.

. The college has a well established mechanism (IQAC) for evaluation and appraisal of its faculty and students. for the smooth functioning of its day to day activities. This gave an altogether new outlook to the college and a definite boost to its performance. On the promotion of research culture among the faculty the college has shown deep concern. All faculty members whether appointed on regular and basis have been instructed to complete their Ph.D. Degree within two years. For other facilities granted by the college for research activities kindly refer to 3.1.2 of the SSR. The faculty also guides students of certain subjects to write dissertations, term papers or research papers and assignments, project works, etc. All support and facilities are provided by the college to such students to accomplish their task.

The teachers have been instructed to pay maximum emphasis on establishing collaboration/ linkage with other institutions/ industries and organizations so as to not only ensure practical training to the students but also to look for job prospects for them in future. With a view to cater to the community needs the college plans its extension activities and organizes camps and programmes at different places looking to the priorities and issues. The college abounds in physical facilities necessary to run the programmes it has undertaken efficiently. It has a campus area of approximately 5 acres with a built-up area of 9210 sq. meters. It has 03 separate parking places for staff and students, 02 separate and well designed and constructed academic blocks,with well equipped laboratories and rest rooms, an auditorium with the seating capacity of 500 students, a well established central library, a well equipped gymnasium, conference hall, play grounds, canteen, a 50 bedded hostel and 2 huge gardens at the front and the back of the academic buildings. Financial assistance is provided in the budget every year for maintenance of the infrastructure and for purchase of other equipments so as to keep pace with the academic growth of the institution. In the recent past heavy expenditure has been made for the expansion of infrastructure and learning resources.

The college prospectus which is published every year provides clear information to all concerned about the admission and completion requirements Self-Study Report . Besides studies, a number of programs like cultural activities, sports, national days' celebrations, Mahavir Jayanti celebrations, and other extension activities like community work, tree plantation, blood donation,health check up camps etc. are also organized by the college during the session. Students' progression is monitored effectively by the class teachers during classes through class tests, CCE and assignments, etc. Feed back is collected from the outgoing students every year on the assessment of teacher's performance, college environment and academic work, students' academic programme, etc. which is utilized by the institution for quality enhancement. For the development and promotion of leadership qualities, every activity of the college is ensured by the participation of all concerned. These activities in agreement with the administrative and academic planning of the college can be witnessed by the constitution of different cells and committees for the purpose. Short term loans are provided to both teaching and non teaching staff members looking to their needs. For medical facilities to staff & students the college has a tie-up with Bombay Hospital situated at a distance of about 5 km. from the college premises. To solve the grievances of the staff and the students the college has a Grievance Redressal Cell. Resource mobilization and planning is ensured by the IQAC and the Managing Committee of the college constituted by the Chairman of the Governing Body for the purpose. The Managing Committee prepares the budget of the college every year for the allocation of financial assistance to all branches of the institution judiciously. The budget is then submitted to the Governing Body for final approval. The college adopts all standard procedures prescribed by the Government and other approved agencies for budgeting and auditing. etc. Staff members are supposed to fill Daily Diary and Students Attendance Register every day which is checked by the head of the

institution regularly. To maintain quality in academic and administrative aspects the college has undertaken a number of steps like CCE, ParentsTeacher meetings, 04 kinds of feed backs to be filled by the students which includes issues like, course content, infrastructure, teachers performance, etc. Administrative reforms are enforced every years looking to the needs of the time, for example, the restructuring of the different committees into cells, etc. Stress is laid on value–based education so that good citizens with a commitment towards social responsibilities are produced. The college begins with chapel everyday for the promotion of high morals and values among the students. Lectures from renowned personalities belonging to different fields are organized regularly in the college so as to instill in them the feeling of social responsibilities and nationalism. Shri Varnee Digamber Jain Gurukul College is famous in the State for its discipline, academic excellence and infrastructure facilities.. The College understands that the key to fair well in global competition depends upon sustainable development, excellence, innovativeness, flexibility, accessibility and a wider range of programme options and therefore the college is struggling hard to reach these objectives. The college's history, policies, practices, programmes, resources and performances bears testimony to the fact that the college has sincerely and devotedly served the area of higher education since last 7 years.

The college has played responsible roll in spreading knowledge and its students have brought laurels to the institution in all spheres. The college ensures to all well wishers that within the next five 5 years the college will include in its curriculum new professional courses like M.Ed. B.A. . B..Sc. M.Sc. in a number of subjects,. and a number of diploma courses.

Let the light coming from the portals of Shri Varnee Digamber Jain Gurukul Jabalpur continue to illumine generations to come and may this glorious institution scale new height.

LIVE AND LET LIVE

Regulatory Bodies:

Rani Durgavati Vishwavidhyalaya Jabalpur [M.P.] (affiliating body) alongwith department of higher education, State Govt. and National Council for Teacher Education, New Delhi, NCTE (recognizing body) are the state/statutory regulating bodies. The university controls academic part: admissions (as per state rules), curriculum, examinations and appointments. NCTE regulates infrastructure and other norms and regulation time to time. Our College campus is fully equipped with infrastructure that exceeds what the NCTE requires as per norms and regulations.

OUR VISION:-

To provide and develop competent, innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.

To provide value-based curriculum and dynamic academic environment for strengthening faith in humanistic, social and moral values as well as in Indian cultural heritage and democracy.

To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.

To Develop necessary competencies in a teacher to have a desire for life-long learning and for reaching the unreached and explore the unexplored.

MISSION:-

1.   Imparting and creating New Knowledge.
2.   Building core teaching competencies in prospective teachers.
3.   Developing skills for information processing and life long learning.
4.   Fostering creativity and critical thinking.
5.   Initiating and experimenting innovations in teacher education.
6.   Undertaking action research and applied research at grassroots level.
7.   Keeping pace with information and communication technology.
8.   Cultivating human and spiritual values.

9.   Defining importance of Excursions and Educational tours in teaching learning process.

OBJECTIVES:-

• To prepare ideal citizens and to educate the society being a good learner.

• To Make the pupils aware of various social and natural problems and enable them to solve them.

• To make the student teachers aware about the educational environmental issues and heance solving the learner's problems.

• To enable the students to develop understanding of the principles of pedagogy and their application in curriculum transaction and evaluation.

• To develop scientific and democratic outlook among the student teachers.

• To develop the knowledge, skills and competencies among the students needed for plying multifaceted role of the teachers in the new era.

• To bring about physical, emotional, intellectual and ethical integration of student teachers with a view to evolving a complete teacher possessing the basic values of secularism, national integration and truthfulness.

• To enable students to live with harmony as an individual and as a cohesive unit in the teaching learning process and in society.

• To develop national and international understanding among the pupil teachers.

• To inspire students for life long learning.

• To inculcate moral values among the student teachers.

• To achieve the main concept of education, modernization and vocationalization.

• To develop the educational system specially for backword and working women as empowerment of women.

GOALS:-

Major Considerations of Institution:

INTELLECTUAL:

To prepare teachers who are:

• Enlightened and effective

• Professionally sound

• Humane and caring.

• Innovative and scientific

ACADEMIC:

Teacher educators are made aware about the strategies in transacting the teacher education curriculum in an effective manner, thereby invoke the understanding of pupil teachers towards school curriculum with regard to:

1. Exactness and accuracy in Mathematics

2. Observation and development of scientific attitude and scientific temper in Teaching of Science.

3. Expression of emotions and feelings in Teaching Languages

4. Creating humaneness in Teaching of Social Studies

5. Fair play on the playground.

TRAINING:

1. To train pupil-teachers skillfully in various academic and co-curricular activities.

2. To develop aural-oral communication skill among pupil-teachers.

3. To improve competence in the use of various Teaching Skills among the pupil teachers.

ACCESS TO DISADVANTAGED:

1. To provide friendly environment to the disadvantaged pupil-teachers.

2. To make necessary provisions i.e. infrastructure, teaching learning material etc.for the pupil-teachers belonging to disadvantaged group of society.

3. To provide more opportunities for all round development to the pupil-teachers belonging disadvantaged group of society.

SCHOLARSHIPS:

Scholarship is provided to SC/ST/OBC as well as minority students by Govt. of Madhya Pradesh and Govt. of India.

EQUITY:

1. The college is strictly committed to justice and fair play with the student. It

Maintainsme quity between students for gender, racial and economic differences.

2.Women Cell has been established in the college to solve woman related problems and

action research is conducted at various stages.

3. Ragging is strictly prohibited in the college and hostel premises. The college has not

received a single complaint about ragging since its establishment.

4.The college offers a wide range of optional subjects and pupil-teachers are free to opt for

any subject of their own choice. (Subject-Combination list is provided by the university in

its ordinance for B.Ed./M.Ed. course.)

5.The college has also maintained a legal cell to cope up with the problems regarding

academic matters.

SELF DEVELOPMENT:

1. To enable the pupil-teachers to develop and maintain spiritual and moral values.

2. To motivate the pupil-teachers to face the challenges of life.

3. To develop the personality of pupil-teachers so that they can become productive human

resource for the Nation.

4. To develop the character and personality of pupil-teachers through participation in sports

and physical training.

5. To make pupil-teachers up to date according to global trend of ICT and spread computer

literacy among them.

6. To encourage pupil-teachers for manual work and inculcate the value of dignity of labour.

7. To develop aesthetic sense among pupil-teachers.

COMMUNITY AND NATIONAL DEVELOPMENT:

1. To encourage and sensitize the pupil-teachers about future Environmental concerns and to cultivate habit of conservation of nature and natural resources.

2. To encourage pupil-teachers to support community by taking active part in blood donation, population education programmes etc.

3. To spread awareness among the masses about polio, swine flue, HIV/ AIDS etc.

4. To encourage pupil-teachers imbibe values.

5. To spread literacy among illiterate people of adopted village through adult education programme and other SUPW activities.

6. To encourage the pupil-teachers for celebrating the days of international, national, social and religious importance with full zeal and fervor.

7. In order to develop manual skills and inculcate aesthetic sense in pupil-teachers, crafts like gardening, interior decoration, home craft, art and painting are not only taught but the pupil-teachers practice it as a part of curriculum.

ISSUE OF ECOLOGY AND ENVIRONMENT:

To encourage pupil-teachers to attend various Seminars, Workshops, Talks, and Conferences concerning matter related to ecology and environment.

VALUE ORIENTATION:

Values are given utmost importance among pupil-teachers. In order to explain the concept of values among pupil-teachers, lectures are delivered by experts. Spiritual discourses are given to pupil-teachers by inviting learned personalities and saints. Pupil teachers and teacher-educators of the College regularly offer prayers, which help in imbibing values in a better way. Morning assemblies are the part of value orientation programmes. Experts deliver spiritual Lectures; religious gurus are also invited for this purpose.

EMPLOYEMENT:

The college arranges the following kinds of assistance to the pupil-teachers:

1) By establishing network of various placement agencies.

2) By providing information and to make aware the pupil-teachers through Magazine, News Letter and Website about various employment opportunities available to them.

3) By constituting Teacher Placement Cell. It is an integral and functional part of the College.

4) By inviting various educational institutions on matters related to placement and employment of the pupil-teachers.

5) In order to provide good jobs to the pupil-teachers, the College has constituted a Placement Cell. Members of this cell constantly inform the pupil-teachers about employment opportunities in and around the city.

6) By establishment of Internal Quality Assurance Cell (IQAC) which is essential in the institution to assume and monitor the qualities of education specially in teaching and learning process.

GLOBAL TRENDS AND DEMANDS:

To provide opportunities to the pupil-teachers for increasing awareness about emerging needs in the light of global trends and demands.

CRITERION-I
CURRICULAR ASPECTS

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULUM DESIGN AND DEVELOPMENT

1. State the objectives of the institution and major considerations addressed by them?

Objectives of the institution:-

- To prepare ideal citizens and to educate the society
- To aware the pupils about various social and natural problems and enable them to solve them.
- To aware the student teachers about the environmental issues.
- To enable the students to develop understanding of the principles of pedagogy and their application in curriculum transaction and evaluation.
- To develop scientific and democratic outlook among the student teachers.
- To develop the knowledge, skills and competencies among the students needed for plying multifaceted role of the teachers in the new era.
- To bring about physical, emotional, intellectual and ethical integration of student teachers with a view of evolving a complete teacher possessing the basic values of secularism, national integration and truthfulness.
- To enable students to live with harmony as an individual and as a cohesive unit in the teaching learning process and in society.
- To develop national and international understanding among the pupil teachers.
- To inspire students for life long learning.
- To inculcate moral values among the student teachers.
- To achieve the main concept of education, modernization and vocationalization.

Major Considerations in this regard include:-

- Intellectual and academic training through class room studies as well as through practical exposure in real time teaching at schools through teaching practice schedules.
- To develop a sense of Espirit de Corps i.e. Unity is strength through team work.

- Delivery of moralistic speeches and motivating lectures by teachers during morning assemblies and on special occasions.

- To enable students become self employed by guidance and counseling sessions.

- To apprise the students of the latest developments at national and international level through inter class quiz competitions and poster making competitions held at college.

2. Specify the various steps in the curricular development processes?

The curriculum for the teacher education courses is developed by the Rani Durgavati Vishwavidhyalaya Jabalpur and the same is circulated to the affiliated colleges by the university. Although there is no direct role of the college in the curriculum development process, however, the college puts forward the suggestions for making improvements in curriculum as and when it is desired by the University.

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

1. The curriculum of the programme is being developed by the concerned affiliating bodies and modern aspects of teacher education like ICT, computer education, SSA, inclusive education other latest developmental programmes in education sector etc. have been included in the curriculum. The concerned affiliating bodies make necessary modifications in the course curriculum from time to time as per UGC/NCTE guidelines and technological scenario.

2. Use of Information Communication Technology is one of the global trends in teacher education. The College orients and encourages pupil-teachers to develop their skill in the use of Computers, Internet and e-resources. Special emphasis is given on Practical Teaching Subjects. Teachers deliver their lectures through electronic presentation; Model Lessons on Microteaching are also demonstrated through L.C.D. Projector. College has allocated adequate time to pupil-teachers in their Time Table to use computers in college Computer Laboratory. Facility of Video Conferencing is available (on experimental basis) and sometimes used to teach classes in this college. College Language Laboratory is also fully equipped.

3. The College puts proper emphasis to resolve language barriers among the pupil-teachers to make them proficient for global demands. The College has its own fully equipped language laboratory. Pupil-teachers communication skills are sharpened by the use of latest language learning gadgets and tools.

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

Although the curriculum in teacher education courses are developed by the respective affiliating bodies, at the time of curriculum transaction in the college the teacher trainees are provided educational experiences with the help of OHP, LCD projectors, as well as they are also trained in the use of these modern technology in classroom teaching- learning process. For bringing awareness among the teacher trainees regarding major national issues like environment, Human rights and Computer application etc. are included in teacher courses.

The College is well aware about the national issues like environment, pollution, illiteracy and other epidemics like Swine Flue. Equal importance is given on Cleanliness, Environment education and other similar activities. From time to time, workshops on Environment and its related issues are held in the college. Experts from different institutions are invited for the purpose.

A Tree Plantation Campaign is also organized in the college to make the people aware about the importance of trees and increasing adverse effects of global warming. Special emphasis is given on protection of Medicinal Plants.

Most important aspects of education i.e. value education and spiritual education is imparted by inviting renowned scholars and religious Guru. Instead of only teaching values to the pupil-teachers, teacher educators try to lead an ideal life.

Our every session starts with Pooja, in which each and every stakeholder from top level to bottom level remains present in that spiritual gathering. Such activities are also organized on other occasions to boost holistic values and religious knowledge of pupil-teachers.

The College arranges for special lectures by competent persons on Yoga, Meditation, and Stress Management to make daily life simple and comfortable.

Special Emphasis is given to Practical Teaching Subjects. Use of ICT and other equipments are practiced in teaching of pupil-teachers. Special emphasis is given on practical teaching subjects, use of ICT and other equipments are practiced in teaching of pupil-teachers

5.Does the institution make the use of ICT in curriculum planning? If yes, give details?

Yes, Curriculum planning is most important part of educational process. ICT is used to collect new ideas from other colleges and universities. The College has developed good relations with other colleges and institutions. Experts are invited to seek advice on curriculum development. Each and every computer of the College has internet connection with dedicated access. Latest information regarding curriculum, activities carried out in other institutions, prospects for our intentions, current needs and aspirations of the society, views and ideas of other competent person etc. are obtained from internet and use in our routine teaching learning process.

1.2 ACADEMIC FLEXIBILITY

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

Curriculum can be made relevant and functional, if it possesses practical facility for students. Before starting Micro Teaching Classes, Teacher Educators demonstrate a Model Lesson with ICT equipments. After Micro Teaching session Pupil teachers are sent for Practice Teaching in different schools to turn theoretical experience into practical. It takes 40 days to teach Rural students in schools. Projects are given to the students in different theory papers, with objectives of learning by doing, enhancing confidence, encourage self dependence and dignity of labour. In work experience and education pupil teachers do manual work and learn different skills of art and craft, chalk board writing and preparing teaching aids and handling of available equipments. Thus, full time is provided to pupil teachers to make teaching a reflective practice. The college arranges special lectures of pupil teachers even after the completion of real teaching practice in order to remain in regular contact of the practicing school. This practice also strengthens the links with educational community and makes the teaching a reflective practice.

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

The College has very liberal policies to enable the pupil teachers to acquire varied learning experiences. Pupil teachers are allowed to attend all types of workshops, seminars, talks and conferences meant for them. To motivate them to participate in these programmes all sort of financial help is extended to them. College allows pupil teachers to participate in different events and competitions to provide them varied learning experiences.

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

During the last three years the college has introduced several personality development aspect contents in the academic calendar. Programmes to develop skill communication skills, ICT skills, life skills, blood donation camp, traffic rules awareness, health programme, distribution of books and clothes to the poor for community orientation.

COMMUNITY ORIENTATION:-

The college has established links with the local community in order to appraise pupil teachers with the existing conditions/local issues and problems. The college has taken the following steps in this regard:

- Meeting with School Principals
- Meeting with Parshad /Sarpanches
- Meeting of faculty representatives of other Colleges of Education.
- AIDS Awareness Programme in the near by villages.
- Participation in pulse polio programme.

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

1. **Interdisciplinary/ Multidisciplinary**
2. **Multi-skill development**
3. **Inclusive education**

4. **Practice teaching**

5. **School experience/ Internship**

6. **Work experience/ SUPW**

7. **Any other (specify and give details)**

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

INTERDISCIPLINARY/ MULTIDISCIPLINARY:

Interdisciplinary/ Multidisciplinary approach is followed in transacting the curriculum. The teaching of several subjects included in the curriculum like philosophy of education, psychology of teaching and learning, education and school management, Educational Technology etc. entail interdisciplinary approach.

Members of the faculty have variety in their specializations, which enables them to use interdisciplinary/Multidisciplinary approach in teaching. The cognate or allied combination in their specializations forms a distinctive mark of the faculty which is reflected in their teaching. This fact is indicated from the following combinations of specialization:

- Mathematics, Social Studies and Education
- Physical Sciences, Life Sciences, Psychology and Education
- Home Science, Psychology and Education
- Mathematics, English and Education
- Commerce, Social studies and Education

MULTI-SKILL DEVELOPMENT:

College emphasizes on Multi Skill development of the students. Attention is paid over:

- ✓ Physical Development
- ✓ Personality Development
- ✓ Social Development
- ✓ Emotional Development
- ✓ Knowledge of Interior Decoration
- ✓ House Keeping
- ✓ Personal Hygiene
- ✓ Cookery
- ✓ Photography

- ✓ Candle making
- ✓ Dance
- ✓ Fabric Painting, Glass Painting, Pot Making, Nib Painting.
- ✓ Computer Literacy
- ✓ Gardening
- ✓ Collage making
- ✓ Preparing charts and models
- ✓ Preparing teaching aids

INCLUSIVE EDUCATION:

- ✓ Identification of Learners with Special Educational Need.
- ✓ Use of Assistive Devices for Learners
- ✓ Educational Concessions and Facilities
- ✓ Practice of Classroom Management in Inclusive Education.
- ✓ Peer Learning, Whole Class Teaching, Collaborative Teaching.

PRACTICE TEACHING:

After having gone through pedagogic analysis of method course, lesson planning, practice of teaching skills in micro teaching and mega teaching in simulation, pupil teachers go for teaching in local schools for 40 days.

SCHOOL EXPERIENCE / INTERNSHIP:

During internship in teaching, pupil teachers prepare the school plan report in which they study the school from different aspects. The pupil teacher gain knowledge of various administrative jobs. They know how to maintain various records like fee record, students and teachers attendance registers, unit test and examination results etc. Pupil teachers also participate in the programmes organized by the college related to schools (educational needs of schools) from time to time.

WORK EXPERIENCE/ SUPW:

The college has variety of options for the pupil teachers to provide work experience related to teaching. In this regard the following options are available:

- • Computer Applications

- Gardening

- Drawing and Painting

- Paper Cutting and Card Board Modeling

- Chalk Making

ANY OTHER (SPECIFY AND GIVE DETAILS):

As per the mission and goals of the college, the following aspects are also reflected in the curriculum:

- Competency building in teaching & management through practice of teaching skills under micro teaching, mega teaching and communication skills through interactive sessions.

- Commitment towards teaching profession through written material/quotes on professional commitment

- Sensitivity to local/ national concerns/ issues through extension lectures.

- Development of human values in response to the changing process by holding morning assembly, yogic practice and meditation.

- Building a new vision of a human society through articulation on Vision, Mission and Goals of college.

1.3 FEEDBACK ON CURRICULUM

1. How does the Institution encourage feedback and communication from the students, Alumni, Employers, Community, Academic peers and other stake Holders with reference to the curriculum?

The College has adopted a well-tried Mechanism of getting feedback and exchange of information with regard to the curricular and co-curricular programmes being run in the College. For getting feedback, following practices are in vogue:-

FROM STUDENTS:

- ✓ The college has set up the students committees and communicates with them to get feedback about curriculum of various teacher education courses.

✓ Secondly, a self made questionnaire regarding the curriculum is filled by the pupil teachers. The questionnaire comprises of questions regarding Aims and objectives, syllabus, Methods of teaching, Examination and Evaluation techniques, Feed back system, Micro-Teaching & Practice teaching, Various activities done during practice teaching, feedback by the school students & school teachers or Heads of the Schools, various competitions like Drawing & Painting, Chart making, Chalk board writing, skill-in- Teaching, Collage making, Speech, Poem Recitation, quiz, flower arrangement, rangoli, slogan writing etc., Games and Sports and Other academic Programmes etc. are conducted.

TEACHING STAFF:

✓ The members of the faculty meet after every activity to review and discuss the strengths and weaknesses and necessary measures are adopted for the improvement.

✓ Staff meetings are held from time to time to check the existing functioning of college related to curriculum.

✓ Teachers play an active role in the tutorial session to solve students' problems regarding curriculum.

✓ Unit tests, class tests and House examination are conducted.

COMMUNITY:

✓ The College organizes a meeting with Principals of nearby schools related with present curriculum problems

✓ The College invited Sarpanches of nearby villages to resolve the curriculum and other Educational problems.

✓ The College has established extension linkages with local Educational Institutions – Practicing Schools.

✓ The College invites various Institutions in every function organized by the College.

✓ The College invites the teachers of various schools to orient and refresh their knowledge and skills about latest developments in the field of Education.

✓ The College invites Schoolteachers, Parents and other Community members, to attend Exhibitions/Competitions on Teaching Aids, Skill-in-Teaching, Cultural activities, Sports meet etc. and to record their feedbacks.

✓ The Real Teaching Practice is carried out at local Schools and feedbacks are received from the School Teachers and Head of the School. The list of Practice Teaching Schools is as follows :

Sr. No.	Name of the School
1	**Govt.Rani Durgavati Girls Higher Secondary School ,Medical Garha, Jabalpur**
2	**Govt.Boys Higher Sec. School, Medical College Garha ,Jabalpur**
3	**Govt.Boys H.S. School,Nagar Nigam, Garha ,Jabalpur**
4	**Malpani Higher Secondary School, Nehru Nagar ,Jabalpur**
5	**Hitkarni Higher Secondary School , Garha Jabalpur**
6	**Govt.Higher Secondary School,Tilwara , Jabalpur**

✓ The College has adopted practicising Schools for conducting various research ctivities like Action Research, Case Study, Field Work and other related activities.
✓ The College has set up EVG Cell in order to extend professional guidance.
✓ The Pupil Teachers distribute their Teaching Aids to the Local Schools and the schools adopted by them during Real Teaching Practice.

ACADEMIC PEERS:

✓ The College has adopted a well tried mechanism of getting feedback and exchange of information with regard to the curricular and cocurricular programmes being run in the college. For getting feedback and exchange of information, the following practices are in vogue:
✓ A staff meeting is held from time to time to check the existing functioning of college related to curriculum and to discuss other problems related to students and the teachers.
✓ The College maintains a Record Register of House-Examination and final Examination regularly in order to provide feedback to the students as well as to the teachers for their improvements.
✓ The lessons delivered by the pupil teachers during the Practice Teaching are observed by the College to improve their quality of teaching.
✓ The lessons delivered by the Lecturers are kept record of by the College and are demonstrated to the concerned Lecturer to improve their quality of teaching.

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

- ✓ Mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and changes to be brought in the curriculum
- ✓ To improve the students skills, creative and critical thinking through book reviews, creative writing, competitions like calligraphy, Poster making etc and classroom discussions are used time to time.
- ✓ Students' views are taken on the present curriculum and suggestions given by them to analyze the whole curriculum of B. Ed. .

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

An Institution is known by the richness of the curriculum offered to its learners. The underlying principles of a dynamic curriculum are variety, diversity, flexibility, feasibility and adaptability to emerging needs and situations. Definitely autonomy for an institution is the prerequisite to achieve this end especially for an affiliated one. Formation and development of the curriculum is the responsibility of the university.

1.4 CURRICULUM UPDATE

1. Which courses have undergone a measure 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 contents that have been made)

There has been no change in the curriculum since last five years

2.What are the strategies adopted by the Institution for curriculum revision and update?

Following strategies are followed by the institution for curriculum revision and update.

- ✓ Participation in syllabi revision workshops in University
- ✓ Meeting of Principals for the curriculum update in the College Campus.
- ✓ Feedback from the practicing schools (Teachers, Principals and students)

✓ Feedback from students regularly

✓ Alumni Meet

✓ Fostering action research of the College by the students

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?

Following Quality Sustenance and Quality Enhancement measures were undertaken by the Institution during the last three years in curricular aspects

✓ Computer Education

✓ Socially Relevant Programmes

✓ Use of ICT

✓ Vocational Education

✓ Academic Skills

✓ Value Education

✓ Personality Development

✓ Choice Based Curriculum or flexibility

✓ E-Learning

✓ Teaching Practice Committee

✓ Projects work

✓ Peer Learning

✓ Internet Center

✓ All Subjects Lab

✓ Co-operation with community

✓ Link with Literature

✓ Counseling

✓ Publication of College Magazine (under process)

✓ Research Projects/Work

✓ Remedial Classes

✓ Distribution of Study material to needy Students

✓ Environmental Education

✓ Issue of Science apparatus for Practice Teaching

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

Implemented Practices:

✓ Work Education

<u>Planned Practices</u>

The College is planning the following practices in future:-

✓ Project Work.
✓ To cultivate human and spiritual value.
✓ Certificate Courses to be introduced.
✓ Work Education.

CRITERIA – II
TEACHING-LEARNING AND EVALUATION

CRITERIA – 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 process and admission policy of Sardar Patel College of Technology Balaghat [M.P.] is as per the guidelines issued by the NCTE/M.P.Govt./RDVV Jabalpur [M.P.]. Policy is framed by the State Government / Affiliating University. Admission of B.Ed. Programme conducted by a Nodal Agency assigned by Govt. of Madhya Pradesh. . Before the starting of admission proper notification of admission procedure published in the national and local news papers by the State Govt.

Eligibility For B.Ed Programme

• The minimum qualifying percentage score for B.Ed programme is at least 50 percent aggregate marks in UG/PG level degree course for general and OBC candidate. For SC/ST category the minimum qualifying percentage is 45 percent.

• The MP Government have marked 75 per cent of seats as MP Quota with 25 per cent being open for all India candidates. Reservation policy followed by nodal agency during the admission as per directed by state govt.

Admitted students information for three academic session is given bellow.

year	Total Seats	Gen	SC	ST	OBC	Disabled persons	Other
2012-13	100	60	02	01	37	-	-
2013-14	ZERO YEAR	-	-	-	-		-
2014-15	100	54	10	11	25	-	-

(Note-Session 2013-14 was declared as Zero Year by the State Govt.)

- The college follows M.P. Government/ affiliated university admission policy..

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

- The admission programme is advertised centrally by the state Govt .in prominent dailies every year.
- The information provided through advertisement issued by the state Govt./College to the prospective students includes (i) Duration, (ii) Nature and (iii) Mode of the programme; (iv) Eligibility and reservation policy for general, SC /ST/OBC candidates for M.P. and other state candidates (v) Admission Schedule and (vi) Address for obtaining and for the submission of application form. These details are also mentioned in the prospectus On its part, the College publicises its presence and facilities offered by it. This information is passed on to the perspective candidates running the scrolls on T.V. channels, through cable operators and by distributing bilingual leaflets and by word of mouth.

- The College Prospectus furnishes all the above mentioned information besides providing detailed information about the college itself and the syllabus outlines, assessments and evaluations, and related facts.

- As of now the admissions of course are made by through counseling on merit basis strictly adhering to the admission norms and eligibility criteria.

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

On this count the College has to follow what the State Govt./affiliating University decides and directs. Strict adherence to the eligibility and other admission related criteria as

determined by the State Govt./ affiliated University/NCTE being a mandatory matter are fully met by the College.

Our faculty members remain present during the counseling to ensure fairness in admission as well as to provide any information to the candidate prior to the counseling. The representatives of the College on the committee see to it that the admission criteria are honored in all aspects. The use of technology has made the whole process effective and transparent. RTI Act has ensured all the more adherence

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

The admissions in the college are strictly made as per the guidelines and reservation policy of the State Government/University. After the admissions of the students, the institution provides best benefits to the diverse students population e.g. individuals of diverse, economic, cultural, religious, gender, linguistic backgrounds and physically challenged.

Proper Library and Book Bank facility is provided to the needy students and also the students belonging to weaker sections of the society.

- Students have option to attempt examination according to their preferred language i.e. Hindi or English.
- Teachers of the institution use bilingual method of teaching keeping in view the language limitations of the students.
- Women Cell has been established to take care of problems of female students.

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

Yes, there is a provision for assessing students knowledge/need before the commencement of the teaching programme. In the beginning of the session, the college organizes Talent search competition to find out their talents. At the time of admission their documents and certificates are also checked.

It serves as a medium for selecting student for different work experience streams. Background of the students, especially the subjects studied by them, is taken into consideration while allowing them to opt for different optional papers.

2.2 CATERING TO DIVERSE NEEDS

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

The College has its own Educational Technology Laboratory, Language Laboratory, Library, Science laboratory, Mathematics laboratory, Social Studies laboratory and Activity/work experience room. The college has adequate equipments (Hardware like Video Camera, Slide Projector, Film Projector, Colour T.V. etc.) operated under the guidance of a trained member of faculty assisted by a Technician. Teacher trainees are given first hand experience with regard to handling and operating of audio-video equipments. Each pupil teacher is required to prepare audio-visual aids related to his/her selected school subject under the guidance of the faculty. The college has also formed some clubs and societies for the development of leadership qualities among the students. Students participate in different activities and responsibilities which are shared and duties are assigned. So they get first hand experience how to organize different activities not only at college level but also at their day to day life.

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

After identifying the diverse learning needs of the students, following practices are adopted:-

- ✓ Extra Classes for weak and needy students.
- ✓ Providing notes and study material.
- ✓ Provide books to the students during examination period.
- ✓ Arrange seminars at section and college level.
- ✓ Assignment and Project work are given to the students.
- ✓ Different options are provided to students according to their interest and aptitude .

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

Teachers provide / demonstrate models of teaching catering to diverse situations and category of students in real teaching situation. Model lessons are given by the Subject teachers in their respective subjects. Pupil teachers are given training in how to understand the equity and diversity of students in their micro teaching practice in which they play different roles as teacher observer and student participants in a particular class. Transaction of theory courses including methodology courses.

- ✓ Preparation for practice teaching
- ✓ Creativity / diversity in lesson planning.
- ✓ Developing of core Teaching skills in simulated setting under diverse situation and locations (micro-teaching)
- ✓ Observation of demonstration lessons Practice teaching in schools
- ✓ Catering to diverse groups in classroom Teaching
- ✓ Observation of peer teaching
- ✓ Reflection on teaching by trainees.
- ✓ Interaction with the school and community

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

The College ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs with the help of the following viable practices:

Student feedback is also taken regarding the teaching of all the faculty members. A duly constituted committee from the university, including three professors, one of them a subject expert, is called for the selection of the teacher educators to ensure their efficiency in their subjects.

The college follows a procedure to evaluate pupil teachers achievement and their performance in different areas of study. A number of assignments related to each paper and other practical activities like pedagogical skill in each theory paper, preparing reports on different aspects of practicing schools, types of lesson – micro teaching, mega teaching in real classroom, preparation of teaching aids, practicing in chalk board writing, drawing and

painting, gardening, Paper Cutting and Card Board Modeling and Interior decoration etc. are given and performance of students teachers their in monitored.

Besides, record of the performance of each pupil teacher in other activities of the college, other than stated above, is also maintained. The in-charge of each House makes an assessment of each members performance in different programmes and finally submits the same to the in-charge of activities / programme. Thus, an evaluation is made while adding scores of each course/paper, activity and aspects of performance both in the classroom and outside through periodical assessment and house test.

Teachers are encouraged to attend orientation, refresher courses, Workshops, Seminars, Talks and Conferences for enhancing core teaching competencies and to be aware about latest development in their subject and global trends and demands for understanding the diverse emerging needs.

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

There are certain well tried practices, which enable pupil teachers to imbibe new ways of thinking and adopt human values. Holding daily morning assembly in which the whole faculty and pupil teachers get together. The following items are organized.

1. The assembly begins with Prayer.
2. Teaching/thoughts of wisdom of eminent personality.
3. Recitation of devotional song/hymns/Bhajans.
4. Presentation of self composed poems / articles on socio national theme.
5. National Anthem.
6. Organizing cultural programme based on social and cultural values of the community. Display of thoughts of eminent thinkers and educationists.
7. Celebration of, Independence Day, Republic Day,Teacher's day, Science Day, World AIDS Day, ,,Environment Day, Earth day, Ozone day, Mothers day, World disabled day, and ,Women's Day etc..
8. Beautification and up keeping of college campus with a view to develop civic and aesthetic sense among the pupil teachers.
9. The college has adopted a number of practices through which a sense of civic

understanding and responsibility is inculcated.

10. While holding programme like,House meetingand ,morning assembly, different responsibility are assigned to pupil teachers.They get opportunities to organize programme independently under the guidance and supervision of the House incharge.

11. The pupil teachers are assigned different responsibilities in the organization of educational tours.

12. In organizing inter house competition in skills in teaching, chart making drawing and painting, Rangoli, flower arrangement, collage making, poem recitation, the student teacher share different responsibilities.

13. During the week, members of the house on duty perform duties like writing of news, thought for the day, observing discipline in the library and canteen, controlling and regulating the visitors.

14. For plantation of trees and flowering plants for beautification of the campus and maintaining cleanliness, student teachers are involved.

2.3 TEACHING LEARNING PROCESS

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

The institution has engaged students in active learning with the help of available resources i.e. library, internet facility in computer lab. All the students of the college are divided into various groups while organizing microteaching, real teaching, morning assembly groups, P.T.A. groups, work experience and work education groups. It is the priority of the institution that all the students will interact with each other in one or the other group.

Some individual and group projects are distributed to develop the feeling of tolerance, cooperation, brotherhood and socialization of the pupil teacher. In every teaching paper the teacher assigns one project to the students for more interaction with the peer group and society. Various co-curricular activities are arranged by the institution to draw out the best from the individual and to give proper direction and platform for internship, role playing practicum 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?

Keeping in view that learning is made student centered, the college always aims at development of student teachers personality so as to make them effective and competent teachers as well as enlighten citizens. A variety of programmes have been planned to help the pupil teachers to draw rich experience while participating in curricular and co-curricular activities. In this background, the following practices have been adopted.

1. Personality Development Programme (PDP) is organized by the teacher educators in the class room through lecture on different aspects of personality.

2. Each pupil teacher is invariably involved in various activities of the college, which help in developing his/her talent in the respective field of their interest.

3. All the students having academic/personal/social problems are also provided guidance and counseling either through the tutorial system or counseling cell.

4. Discipline in the college is maintained through Disciplinary Action Committee.

5. There is a prescribed uniform, which is worn on each Monday, Thursday and Saturday during morning assembly and other important functions of the college.

6. Punctuality is maintained by the students and faculty in all programmes.

7. In order to indicate a sense of service and sharing with the fraternity, Blood Donation Camp are organized at the college campus every year.

8. In order to meet the requirement of the time and challenges created by technological development, training in computer application is imparted to student teachers.

9. For developing effective communicative skills various activities are conducted in the language lab.

10. Students are offered a variety of choices with regard to work experience.

11. Student teachers are assigned duties in different programme as per their nature/

> interest and capabilities.
>
> **12.** Yoga and meditation classes are conducted for physical, mental and spiritual development.
>
> **13.** Special classes on value education are held and certificates are awarded to the successful candidates.
>
> **14.** Extension lectures by the experts in different fields are arranged to provide wider expert to the pupil teacher about various field of life.

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.

Under the teaching learning process, transaction of theory course includs method courses:

Theory and method courses are transacted during the academic session through interaction model, Cognitive model, discussion group and science enquiry model. Teacher educators use audio-video aids, simulative technique, learning by doing project method etc. while transacting theory and practical portion.

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, there is a provision for additional training in models of teaching like science enquiry training model, general concept attainment model and Herbert model of teaching.
Steps of Model:

- Preparation

- Presentation

- Comparison

- Generalization

- Evaluation/observation

- Preparation for practice teaching

A pedagogical content analysis: Both the content of method course and their transaction in terms of maxims, methods of teaching, practical work etc. are discussed in the class.

Lesson Plan: Special sessions are devoted for the preparation of lesson plan and related requirements. Different aspects / step in lesson planning like stating objectives in general and behavioral terms, breaking of contents into teaching points / steps, teaching aids and method / approaches are discussed. Pupil teachers are also given training in handling of available equipments in his/her specified course.

The institution has a provision for additional training in models of teaching before starting micro teaching and mega lesson in simulated conditions. Teacher educator gives a demonstration lesson on each skill and each teaching subject. In this programme a pupil teacher has to complete five lessons, one on each skill in each teaching subject, five general lessons and two discussion lessons in their teaching subjects.

Pupil teachers are oriented to micro teaching, its related aspects like teaching skills, simulation, modeling and feedback. After having discussion on core teaching skills, on introduction, questioning, explaining, illustration with examples and stimulus variation discussion on different models/ aspects of teaching is held.

5. Does the pupil 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 pupil teacher practicing under mentioned micro skills i.e.

- Skill of introduction
- Skill of Questioning
- Skill of explaining
- Skill of illustration with example
- Skill of stimulus variation
- Skill of map reading

Demonstration on each teaching skill is presented by the teacher educator. It is followed by individual practice by the pupil teacher under simulated situation. Five mega lessons in each method course are delivered by each student teacher in simulated situation.

Observation of Demonstration Lesson:

Demonstration Lessons are arranged in each method course with the real students at the college campus. Demonstrations are presented by teacher educator and observed by the student teacher. At the end of each demonstration lesson, the strengths and weakness of the lesson are discussed.

After having practiced micro and mega lesson in simulated condition, student teachers are sent to practicing school for real classroom teaching. Each pupil teacher has to deliver 15 lessons in each teaching subject along with one discussion lesson. Each pupil teacher has to observe total 15 lessons in two method courses delivered by the peers. Peer feedback is given on observation lesson to the student teacher.

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.)**

Each student teacher deliver 15 lessons in each method course along with one discussion lesson for each subject. Therefore per day two lessons are delivered by the student teachers.

1. Each pupil teachers observe total 15 lessons in two method course delivered by the peers. Supervisor observed two discussion lesson of each student.
2. Peer feedback is given on observation lessons to the pupil teacher.
3. Mentor teacher observes discussion lessons and block teaching lessons also.
4. Each teacher is assigned one practicing school for the purpose of supervising teaching practice in local school.
5. At the end of the practice teaching in schools, a discussion session is assigned in which all the pupil teachers and staff of the school share their observation. They are provided with an opportunity to reflect on the quality of the programme.
6. Mentor teachers regularly check the lesson plans.
7. School teachers are also encouraged to observe the lessons delivered by student teacher.

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

Each teacher educator is assigned one practicing school for the purpose of supervising teaching practice in local schools. She/he observes the lessons, gives her/his observation in the form of qualitative remarks and discusses the same with the student teacher. Performance in skill in teaching of each student teacher is evaluated at the end of the programme The following points are taken into consideration while assigning school to the trainees for teaching practice.

1. The distance of the school from the institution
2. Distribution of method courses of the pupil teachers according to the requirement of the school students and curriculum.
3. Medium of the pupil teachers and availability of Hindi medium and English medium students.
4. Attention is also paid to the ratio of the mentor teacher and students at least 1/20.

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.

In the beginning of the practice teaching in school, a discussion session is arranged in which all the teacher trainees and staff of the school share their views. School teachers are consulted regarding syllabus-covered distribution of sections/ classes and in maintaining discipline during the practice teaching. Student teachers are also asked to prepare plan as per the directions and syllabus given by the school teachers.

Mentor teacher also remains in continuous touch with head of the school, school teachers and student teachers. They are provided an opportunity to reflect on the quality of the programme. Student teachers often interact with the school and the community in the context of the issues and problems faced by them. They interact and prepare a report on specific aspects of school/community and submit the same to the college for evaluation. The student teachers also write a report on school plan. In this manner, they are made aware of the existing condition of schools functioning in the local community.

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

Institution prepares pupil teachers for managing the diverse learning needs of students in schools by providing following activities

1. Training in Micro Teaching skills.
2. Training them in formulating objectives of the teaching lessons.
3. Making them enable to know and apply different teaching methods.
4. Providing training in preparing lesson plans, use of chalk board and other teaching learning aids for making lesson effective.
5. Providing knowledge about Child Psychology and Individual differences.
6. Enabling them to be familiar and well oriented with process of conducting Action Research, case study, intelligence test, creativity test, achievement test and personality test etc. With the help of conducting these activities the teacher educators are able to make the teacher trainee understand the school know the diverse needs of the students in the school.

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

The pupil teachers are provided training in development and use of various teaching-learning materials during micro-teaching and simulation sessions which help them in getting knowledge and understanding inclusive teaching in classroom situation. The pupil teachers are also provided training in art and craft work so that they can transmit such skills to school students. For identifying students with diverse characteristics, the pupil teachers are acquainted with the use of different psychological tests. During micro teaching, simulation and practice teaching sessions, pupil teachers are provided knowledge, understanding, skills of various teaching methods and strategies for dealing with the students of diverse characteristics. He student teachers are also imparted training in preparation and use of different techniques for evaluation. Apart from this, the student teachers are provided knowledge to identify individual differences in the classroom so that they may give direction to teaching accordingly.

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.

When the pupil teachers are sent for practice teaching they are given proper instructions to make content the school teacher regarding syllabus to be covered, medium of instruction and

other strategies to cover the topics allotted to them. Before starting the teaching practice, pupil teachers should discuss with the concerned school teachers regarding syllabus covered, language of the students or curriculum, students point of view and the proper strategy to teach these topics in a effective manner.

Preparation for Practice Teaching:

(A) Pedagogic Content Analysis:

Both the content of method courses and their transaction in terms of maxims of teaching, methods of teaching, practical work etc are discussed in the class.

(B) Lesson Planning:

Special sessions are devoted for the preparation of lesson plan and related requirements. Different aspects/ steps in lesson planning like stating objectives in general and behavioural terms, breaking of content into teaching points / steps, teaching aids and methods /approaches are discussed.

(C) Developing core teaching skills in simulated setting:

People teachers are oriented to microteaching, and its related aspects like teaching skills, simulation, modeling and feed-back.

(D) Observation of Demonstration Lessons:

Demonstration lessons are arranged in each method course with the real students at the college campus. Demonstrations are presented by teacher educators and observed by the pupil teachers. At the end of each demonstration lesson, the strengths and weaknesses of the lesson are discussed.

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

The ratio of the mentor teacher and students is at least 1/20. Decision is taken as per the rules, regulation norms of N.C.T.E. and other regulating bodies.

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

In the micro teaching a proper setup is arranged for the pupil teachers. In a group of 15-20 pupil teachers include among them observers, students and presenter of the lesson plan. In

this group every one has to play the role of a teacher, observer and student in the presence of the mentor teacher. A peer feed back is also given to the presenter of the lesson in each micro and mega lesson in simulated condition. Observation of the supervisor and the pupil teacher plays the specific role regarding the feedback and group feedback is given at the end of the lesson.

Pupil teachers are provided guidance related to their lesson plan and other activities. A teacher working as a supervisor is deputed in a school with 18 to 20 pupil teachers. Then a class of 20 students is provided to a pupil teacher for teaching practice according to the school time table. And generally decision is taken by supervisor after discussing with the pupil teacher.

After going through the micro teaching and mega-lessons in simulated condition, integration of teaching skills are used in block practice teaching. Pupil teacher get training in teaching and various other curricular activities like lesson planning, workshop activities, preparation of survey tools and action research.

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

For making the pupil teacher aware about the decisions taken by the authority, the information is displayed at appropriate time on the college notice board as well as the same is also announced in the morning assembly. The students are encouraged to consult journals, magazines and newspapers for acquainting themselves with various educational needs and problems of students. The display boards in library also used for updating students on educational needs of the school. Apart from this, major policy decisions are also displayed on web site of the college.

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

Teachers of the institution are attending regular programme including orientation courses, refresher courses, Workshops, Seminars, Talks and Conferences at various places, institutions.

Pupil Teachers also participate in different programmes like skill in teaching competition, drawing and painting, workshops, seminars, conferences and other Edu-Sat programmes also.

A variety of practical activities like chalk-board writing, drawing and painting, clay modeling, are offered to the trainees so as to develop manual skills and aesthetic values. Students and teachers are oriented and trained in using Information communication technology to update their subject specific skills and teaching methods.

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)

To ensure the personal and professional carrier development of the teaching staff of the institution (training, organizing and sponsoring professional development activities and promotional policies,) institution sends different faculty members to participate in workshop seminars, orientation and refresher courses.

Members of the faculty regularly attend and participate in institutional/ state/ national/ international level seminars/ workshops/ conferences and orientation courses organized and/or sponsored by UGC and other educational bodies.

It has been a wonderful tradition of the college to extend support and patronage to members of the faculty to improve their academic, professional qualifications and administrative competencies.

The writings, including research papers of some members of the staff are published and duly recognized in various reputed national journals.

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

Yes, the institution has a proper policy to motivate the staff members from time to time. Management is contemplating in and giving one advanced increment to the teacher who shows excellence in performance in the academic session. The institution has given

appreciation letter and mementos are also given by the management in annual functions who brings good result in final exams in their respective teaching subjects. So, it motivates the staff members to do their best in their respective subjects.

2.5 EVALUATION PROCESS AND REFORMS

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

1. Classroom interaction
2. Feedback from the students through different activities like curricular and co- curricular.
3. Preparation of lesson plans; through micro, mega, simulated lessons.
4. Observation of discussion lessons and other lessons by teacher educators as well as pupil teachers.
5. By using different psychological tests and report writing.
6. Preparing of various teaching aids like models, charts, maps, slides, strips, transparencies, etc.
7. Use of different kinds of boards.
8. Use of ICT
9. Participating in seminars, workshop, and arrangement of various functions.
10. Dissertation work/ project work and evaluation programmes.(class performance, unit and house exams).

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

Evaluation schemes practiced in a college are thoroughly discussed and conveyed to pupil teachers during a two day orientation programme in the beginning of the session. Complete evaluation scheme and techniques such as assignments, class test, house test, practical and viva-voce examination are clarified. The nature and manners of evaluation about the

programmes conducted in the college like house activities, morning assembly etc. are also explained to the pupil teachers.

The college follows an evaluation procedure to evaluate pupil teacher achievements and their performance in different areas of study. A number of assignments related to each paper and other practical activities like pedagogical skills in each theory paper, preparing reports on different aspects of practicing school, types of lesson – micro teaching, mega teaching in real classroom, preparation of teaching aids, practice in chalkboard writing, clay modeling, chalk making, gardening etc. are given and performance of pupil teachers therein monitored.

After the assessment marks and the copies of subjects are shower to the students. Tutorial and remedial classes are arranged to clear the doubts of the students and improve their knowledge and skills. The entire process of evaluation and improvement is supervised by the subject teacher educators. The classes are arranged as and when required.

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

Yes, The institution has a procedure of MIS for academic and administrative mobility and up-gradation . Staff members participation in various programmes, seminar, workshops is a good source of collection of the data information which able the institute to execute the latest up gradation.

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

Use of ICT is in practice in evaluation process through gathering, collecting and analyzing of data about teaching and learning which makes us capable to diagnose the students progamme more accurately. ICT is used for assessment and evaluation by developing question Data Bank which is implemented for evaluation of pupil educator's progresses.

2.6 BEST PRACTICES IN TEACHING LEARNING AND EVALUATION PROCESS:

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

1. Use of modern teaching learning techniques like group discussions, class quizzes, assignments, and team teaching imparting knowledge.

2. Preparing synopsis by students and presentation along with critical discussion.

3. Use of modern educational technology to make the teaching-learning process interesting and effective.

4. Continuous evaluation of students in various aspects through informal means.

5. For developing effective communicative skills, classes are held in spoken English.

6. Training in communication skill given at language lab.

7. Internal workshops on preparation of resume, mock interviews organized by Counseling Cell.

8. Orientation in computer application for B. Ed. and M.Ed. students.

9. Orientation in operation of hardware like OHP, Slide Projector, LCD, internet etc.

10. Internal workshops in different fields are assigned and executed through committees, groups, team as well as individually.

11. Internal assessment in all the three courses on the basis of students involvement in class activities in and out of class activities.

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

The institution uses best practices as under:

1. Power-Point presentation (lessons are presented by teacher educator through LCD Projector)

2. Guidance and Counseling

3. Attendance of the students

4. Encouraging students to make maximum use of library resourses.

5. Ensuring students participation in active learning through various co-curricular and extension activities.

Criterion III
Research, Consultancy and Extension

Criterion III: Research, Consultancy and Extension
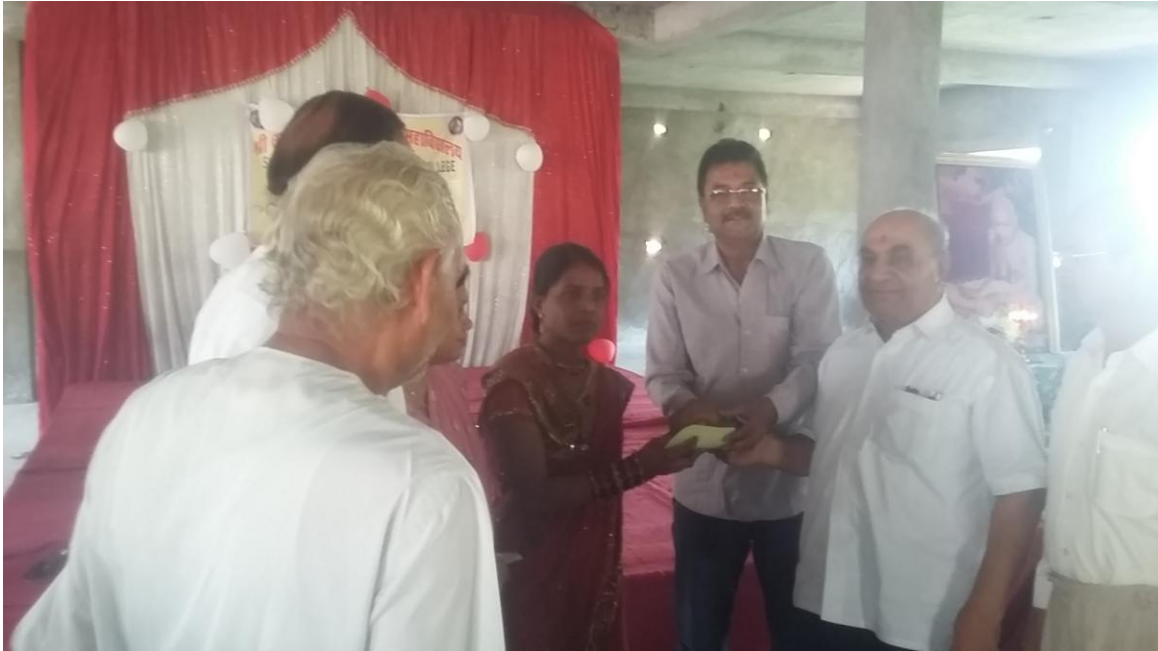
3.1 Promotion of Research

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

To promote research, the college gives teachers opportunity to participate in various Seminars/ workshops/ Orientation Programmes regularly. Apart from this, the college encourages them in many ways as given below:

1. Special lecture series and workshops on research for faculty are arranged.

2. Research ideas through normal teaching and generation of innovations are encouraged.

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6. The college provides secretarial support like prototype setting, photocopying, binding of the reports etc. For this purpose, an office assistant, very competent in English and Hindi

typewriting and handling of computer system has been appointed.

7. Institutional Projects are designed and executed by the teachers.

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

The thrust areas of research are:

• Educational Philosophy and Eminent Educational Thinkers

• Teacher Education

• Education & I.C.T.

• Special Education.

• Educational Psychology.

New Innovations in Teaching Methodology

Value Education

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

Yes, the institution encourages action researches for diagnostic and remedial action. Action research in the college covers not only problems of academic but also problems in Human relations etc. Teachers meet periodically to discuss various problems encountered by them in their classrooms. Action research projects are normally based on the outcomes of such discussion as well as their observations in the classrooms.

Some times students also suggest various problems, which the teachers analyze and take up action research on some such problems.

Some Discussion related to action research are:

•Discussion on Verbal Communication skill

•Discussion on Written Communication skill

• Discussion on Problems of Late Comers

•Discussion on Inter-personal relations

Discussion on problems and Causes of Drop Out Children

4.Gives details of Conferences/ Seminars/ Workshops Attended and/ organized by the faculty members in last five years.

The faculty members of the college take part in different conferences/seminars/workshops. The college organized the following workshops:

1. Workshop of Communication Skills
2. Workshop on Right to Education and Human Rights
3. Workshop on Women Empowerment
4. Workshop on Low Cost No Cost Teaching Aids

3.2 Research and Publication Output

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

The institution has a tradition of acquainting the pupil teachers of all the two programmes with the development of various teaching aids and teaching-learning materials. The institution has developed a number of audio-visual aids for enhancing the quality of teaching-learning process which are used during classroom interaction during Microteaching /simulation sessions respectively for enhancing teaching effectiveness and skills of students.

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

The college has the following facilities developing instructional materials.

- Provision for working on the computer is in place. There is a well equipped computer lab which is available to the students and faculty members.
- Education Technology Lab with internet facilities is functional
- Facilities and materials for Hands on Experiences are available and used..
- Teachers have access to Computers, Printer Scanner and Internet facility etc. There is provision for use of Over Head Projector.
- The college has Science Laboratory and Teaching Aid Workshop for developing t eaching aid materials. The science laboratory is equipped with instruments/equipment/setups used for doing practical of secondary and senior secondary levels. Students often carry the equipments for use for the experimental demonstration to the allotted schools.

- Faculty members guide the student teachers and render assistance in their bid to prepare the projects/teaching aids.

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

- In the course of the programme the teachers prepared C.D. using multimedia approach**.**
- CD's related to instructional material are shown to students with the help of multimedia approach

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

a. Organized by the institution

b. Attended by the staff

c. Training provided to the staff

- The programme prepares/trained a master trainer who provides/imparted training to colleagues and students.
- The programme focuses on the use of computer for developing material, either through down loading or through the use of guidelines as available on different websites for developing such material.

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

Publication under process

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

Nil

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

Nil .

3.3 Consultancy

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

For our own college students, the centres provide consultancy in many areas. The list is as below:

• Consultancy in Family adjustment

• Educational and Vocational guidance and counselling

• Consultancy in Spiritual Development.

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

Yes, the areas of competency are

Teacher training and interactive .

Learning disabilities

Guidance & Counseling

School Administration and Discipline

Consultancy is provided through personal interaction and college- school level

relationship

4. 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?

Free consultancy is provided for the welfare of the organization and society as a whole.

4. How does the institution use the revenue generated through consultancy?
Not applicable

3.4 Extension Activities

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

Through the various types of awareness camp, rallies associated with social in personal seminars.

a) Health care camp, blood donation camp with government organization.

b) Yoga ,sports and meditation programmes for surrounding communities

c) Social education service programme as adult education child education
   women education etc.

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

Due to the whole hearted efforts of the institution and organization of various extension activities, the college has received recognition and acceptance in the local community. The students are given better private residential accommodation by the local people in the form of PGs which is a great contribution for the college from the local people. The institution also donates teaching aids and teaching-learning materials to the nearby schools and provides academic and vocational guidance to the senior secondary school students. The college also provides academic help and guidance to the school teachers who approach the college. This help and guidance is in form of issue of library books, help in carrying out research works and guidance in preparing and in use of teaching-learning materials. The college also organizes special lectures by the experienced school teachers for providing better educational experience to the student teachers. Due to the involvement of school teachers in the development of lesson plans and providing feedback to the student teacher at the time of practice teaching, the college has succeeded in providing better training to the perspective teachers.

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

The institution proposes to conduct the following programmes to provide community orientation to students:-

One week teaching to the weaker section of the society.

Community reform works.

General awareness camps (eg. Aids, Polio, etc.)

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

The institution has conducted the following community development programmes from time to time;-

Medical awareness camp.

Blood donation camp

Free Health Check up Camps

Distribution of Ayurvedic Medicines specially for Old Age men and women

LPG Use Awareness Camp and Demonstration

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

The college develops social and citizenship values and skills among its students through cultural activities, games and sports, community awareness programmes, participation in other college activities interactive session with guest faculties, morning assembly social speech, etc.

3.5 Collaborations

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

The College is associated with the academic bodies of RDVV Jabalpur [M.P.]. The Faculty members of RDVV Jabalpur are consulted for research work by the college's faculty member if undertaking any research or joining M.Phil. /Ph.D. programmed.

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 linkages could be established

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

• Curriculum Development

•Teaching

• Training

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

Contributions in the fields are indicated below:

Curriculum Development

Proposals for modifying the existing curriculum were developed and forwarded for action; Suggestions regarding lesson plans, writing of objectives teaching aids, etc were incorporated.

Teaching

Enhancement in quality of teaching is made possible by guidance from national organizations.

Training

Improvement in the quality of teaching by incorporating the suggestions given/methodology used and thus making teaching learning process interesting and effective.

Practice teaching

Linkages led to enhancement in quality level of the teaching by use of latest teaching aids to which the student teachers were exposed during such visits. Interaction with the staff of these national organizations helps the student teachers to remove a number of doubts which exists in their mind about 'How' and 'When' to use the educational technology, as and when made available to them.

Workshops on micro teaching by eminent educationists improved efficiency of practice teaching e.g. addition to basic knowledge by use of screening various CDs on teaching of various subjects

Research

- Review of related literature is made possible through books, journals and research papers available in organizations.
- Faculty guiding the student for Dissertation work..

Consultancy

- Experienced faculties of organizations are often consulted for various activities.
- Interaction with these organisations helps student teachers in conceptualization of certain doubtful areas.

Extension

- Contacts with various NGOs during extension and out reach activities help in establishing good relationship with community and achieving social values

Publication

Paper published in journals

Student Placement

The college does effect the placement indirectly as well as directly. Private schools have even offered post to our students. Interaction with outside agencies/schools, leads to absorption of our trainees. Besides, there is a well-placed mechanism that aims at placing students in suitable positions.

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

The college has a good linkage with a number of schools in the surrounding to accomplish the different activities as teaching practice, functions, games and sports, etc. and also has good networking with community personnel for community development.

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

Yes, our faculty is actively engaged in schools. And with the as per university norms, real teaching is compulsory for all the pupil teachers. Along with this, we linkage with various schools. Our pupil teachers continuously go for practice in these schools escorted by the faculty members. Pupil teachers report in the school as per the time-table of the school. The

faculty member design and prepare the teaching schedule with the help of the school Principal.

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

The College is actively collaborating with various schools, It works in close association with the Department of Education, RDVV Jabalpur [M.P.].

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?

Library with digital sections, internet facilities, E-Learning facility, availability of a number of good journal, special provision for the extension of research work, academic leave, provision for the extension of research work, special increment policy for financial incumbent and recognition.

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

a) Preparation & presentation of Workshop/ Seminar by all B.Ed. students.

b) Workshop on development of research tools and data analysis through computers.

c) AIDS awareness related activities.

d) Organized awareness related activities in nearby villages to bring awareness among rural women relating environmental issues and plantation.

CRITERIA IV
INFRASTRUCTURE AND LEARNING RESOURCES

CRITERIA 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 a spacious building with well ventilated classrooms, an seminar hall with a seating capacity for 200 students, extensive library and reading room facilities, well equipped laboratories for Education Technology, Science, Psychology and Computer Laboratory, Principals room, Office room and Staff room.

The details of infrastructural facilities are given ahead:

• Land area – 4.58 acres.

• Built-up area – 9210 Sq.mts

SN	Details of Room	Dimensions in Sq.mts.	Size in Sq. mts.
1	Class room-1	6x17	102
2	Class room-2	6x17	102
3	Class room-3	6x17	102
4	Class room-4	6x17	102
5	Multipurpose Hall-1	15x18.5	277.5
6	Seminar/Multipurpose Hall-2	15x16	240
7	Tutorial Room-1	15x16	240
8	Tutorial Room-2	6x8.5	51
9	Tutorial Room-3	6x8.5	51
10	Library	5x15=75+ 5x25=125	200
11	Psychology Lab	8x10	80
12	Science Lab	8x10x(2)	160
13	Computer/ET Lab	8x10	80
14	Language Lab	8x10	80
15	Principal Room	4x10x(2)	80
16	Staff Room-1	4x10	40

17	Staff Room-2	4x10	40
18	Store room	4x10x(2)	80
19	Boy's Common Room	8x10	80
20	Girl's Common Room	8x10	80
21	Office Room	4x10x(2)	80
22	Art Room	4x10x(2)	80
23	Work Exp. Room	8x10	80
24	Other's	(13.7x24.4)+(10x8)+(4x5)	434.28

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

The present infrastructure of the college is augmented from the funds raised and investment made by the management, from Tuition fees from students, term loans from bank and promoters own contributions. The present infrastructure is sufficient for the number of students for running courses.

3. List the Infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The College has separate rooms for Laboratories, for Art and Craft, Work Experience,Computer Lab , IT Lab and Language Learning and a number of pieces of equipment for co-curricular activities and extra-curricular activities are also available. The institution also has a multi purpose hall to conduct seminars, workshops, various curricular, co-curricular and extra curricular activities, sports ground and various courts, and a well equipped sports room.

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

The physical infrastructure available in the institution is exclusively used for only Teacher Education Courses. No other courses are housed in the building.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students.

The following facilities available with the institution to ensure health and hygiene of the staff and students:

• Separate common room for girls

• Separate toilet facilities for boys and girls .

• Separate toilet facilities for male and female staff members.

• Water cooler and RO system for safe drinking water.

• Canteen for students and staff

• First aid facilities for students and staff.

• Separate wash room for Principal.

6. Is there any hostel facility for students? Yes the college has separate hostel facilities for both genders with adequate facilities.

No

4.2. MAINTENANCE OF INFRASTRUCTURE

1. What is the budget allocation and utilization in the last five years for the maintenance of the Building, Laboratories, Furniture, Equipments, Computers and Transport?

The budget allocation and utilization in the last five years for the maintenance are:

Particular	Year 2010-2011 Budget/ Utilization Rs.	Year 2011-2012 Budget/ Utilization Rs.	Year 2012-2013 Budget/ Utilization Rs.	Year 2013-2014 Budget/ Utilization Rs.	Year 2014-2015 Budget/ Utilization Rs.
Building	14,76,164/-	14,10,664/-	14,59,605/-	12,59,607/-	14,19,802/-
Laboratories	17,640/-	39,042/-	65,800/-	2,16,004/-	53,675/-
Furniture	1,04,262/-	99,400/-	98,600/-	98,600/-	98,600/-
Equipments	15,600/-	39,042/-	29,285/-	3,58,356	2,70,746/-
Computers	66,440/-	69,900/-	67,700 /-	48,800/-	1,07,600/-
Transport/Vehicle /Travelling	44,623/-	19,959/-	7,500/-	54,970/-	11,15,397/- (Coll.Bus purchasing)

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

The College timings are from 10.30 A.M. to 5.00 P.M. Throughout the days each and every room is used for one activity or the other. College multipurpose hall is used for holding functions, examinations of the college. Multi purpose hall is used for morning assemblies, various competitions and special lectures, Workshops, Seminars, Talks, Conferences and Guest Lectures. Multimedia Room is used by teachers to take special classes involving use of special electronic equipment.

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

The College gives adequate attention to the environmental issues. There is a Garden in the college campus, in which different varieties of plants have been planted. In front of the college building, beautiful lawns are maintained.

4.3 LIBRARY AS A LEARNING RESOURCE

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

Yes: - The College has well qualified and efficient librarian and the library has equipped with a computer with internet facilities, printer, and photo copier machine to ensure the quality knowledge centre.

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.

No. of volume - 5394

No. of titles - 1490

Journals - 15

National - 15

Magazines : National - 10

No. of CD's available – 30

No.Of Audio CDs-100

Details of other ICT tools

Tape Recorder - 1

VCD Player – 1

Computer -1

Internet facility is available in Computer Laboratory and Library.

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

The college has a mechanism to systematically review the various library resources.

• The librarian contacts the different publishers for catalogues. These catalogues are given to the college library where the teachers select the books as per requirement of their subject.

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

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

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

• Library committee members are –

- Principal

- Convener (Librarian)

- Member (Teacher)

- Member (Teacher)

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. The Institution has two Computers, Internet and Reprographic facilities in the Library. Teachers have open access to the racks. Students can make use of the OPAC. They can get materials photocopied.

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 ensure the optimum use of the facility.

ICT facilities:-

• Computer – 25

• Internet Access – 10

• Television – 2

• Tape Recorder – 1

• Radio – 1

• LCD Projector-1

• Headphone – 20

• Digital Camera – 2

• Fax machine – 1

• Mike – 2

• Screen – 2

• C.D. Player – 10

• Sound Speaker – 5

• Amplifier – 2

• Micro Phone – 20

• Educational C.D. – 30

• D.V.D. Player – 1

• Charts and model are also present.

-Over Head Projector -1

These hardware and software aids are used in various academic activities, conducting according to the time-table in the college like computer learning, Language Learning, Educational technology practical, Class seminar, Resource lecture, Extension lecture, Seminar, Workshop, co-curricular activities, Teaching by teacher educators and student-teachers.

2. Is there a provision in the curriculum for imparting computer skill to all students?

The College has a fully furnished Computer Laboratory, with latest configured computers and having internet facility and access on each system. All the students of the college are permitted to use the Computer laboratory during working hours of the college and assistance is provided to those students who need it. Basics of computers, Office Suite, internet operation, working on network etc. are the areas in which students take active and keen interest.

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

•Teachers are trained and encouraged to power point presentation.

•Teachers prepare lesson presentation through the projector.

• Library material accessed by the teachers.

• Internet surfing for academic up gradation by the teachers.

• Lesson plan material prepared in the form of CDs.

4. What are the major areas and initiatives for which student teachers use/ adopt technology in practice teaching?

•Developing lesson plan and other related academic material.

•Classroom transaction of teaching learning process.

• Preparation of results of unit tests and house exams.

•Marking attendance.

• Preparation of teaching aids.

4.5 OTHER FACILITIES

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with other?

Working of the college is scheduled from10 .30 A.M. to 5.00 P.M. All the students and staff of the college use each and every resource of infrastructure optimally. Laboratories,

Playgrounds, Sanitation Facilities, Canteen etc. are optimally used during the college hours. All students are encouraged to use library and computer laboratory work any time when they are free.

- Audio Visual aids, prepared by the pupil-teachers of this college, are gifted to the practice teaching and adopted schools.

- The available facilities are exclusively used by Teacher Education courses only. No other course is housed in the said building.

2. What are the various audio-visual facilities/materials are available with theinstitution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The following audio-visual facilities are available with the college to provide varied learning experiences and practical training to the students of the B.Ed. and M.Ed. programmes:

- OHP Slide Projector

- Tape recorder Radio

- LCD Projector Colour TV

- CD player Video Camera

- Digital Camera Speakers

- Computer systems Audio CD's

- Audio-visual CD's Projector slides

- Audio-cassettes OHP Transparencies

- Digital Video Camera

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 facility?

The College has laboratories for demonstration and conducting experiments. List of Laboratories is given below:

- Educational Technology Lab cum Computer Lab

- Language Lab

- Psychology Lab

- SUPW Lab

- Science Lab

Proper emphasis is given to the use of laboratories in time table. Every laboratory is managed by a lecturer, who looks after the maintenance of the equipment. He/She ensures the optimum and careful use of equipment of laboratories as well as takes care of the requirements of the labs. For the purchase of equipment for laboratories and the college, a purchase committee has been formed in which decisions regarding purchase of needed articles are taken.

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

The following facilities like multipurpose hall, workshop, sports room, etc are available with the institution.

1. Multipurpose hall

2. Sports room store

3. Work experience room

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

All the class rooms are well ventilated and airy, well lighted and fitted with electrictubes/CFL ceiling fans and electric extension connection. The classrooms will be equipped with modern technologies like LCD/OHP projectors and computer systems.

6. Are the classrooms equipped for the use of latest technologies for teaching?

Classrooms of the College are constructed in such a way that all the latest technologies can be used as per the requirements and needs.

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 institution, including the uses of technology?

Fully ventilated classrooms and facilities to use multimedia equipments, proper sensation facilities, Separate Multimedia room, Rich Laboratories and Library with plenty of books are

the best main practices of the College.

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

The exposure to the Language Lab and the practice gained thereby led to a qualitative improvement in the spoken skills of the trainees. They become better speakers and better readers. The facilities in the Education Technology Laboratory and Computer Laboratory used for students also promote their ability.

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

Resource room for students with special needs is available.

CRITERIA V

STUDENT SUPPORT AND PROGRESSION

CRITERIA V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

1. How does the institution assess the student's preparedness for the programme and ensure that they receive appropriate academic and professional advice through commencement of their educational programme to completion?

In order to access and enhance the professional competency of student teachers the college organizes many competitions like flower arrangement, preparation of teaching aids, chart making competition, writing competition, chalk board writing, best out of waste, pot painting etc. are organized from time to time. The college organize training programme of "Micro Teaching" in which various teaching skills are practiced by the student teachers. In this training session Micro Lesson, Mega Lesson in simulation and observation lessons are practiced.

After this the student teachers are sent for teaching in real situation in various schools. There also the students are encouraged to participate in administrative as well as academic activities of the school like organization of competition, conduction of morning assembly, participation in Mid-Day Meal Programme and discipline etc. They also find the deficiency and realities of classroom and possible efforts are made by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor teacher) and school staff.

In order to prepare them for the development of various aspects of their personality, inherent potential, interest of trainees a Talent Hunt programme is organized in the beginning of the session. They are encouraged to participate in various activities undertaken by the college and other institutions. The programme includes cultural activities like Solo Dance, Group Dance, Drama, Mime, Mimicry etc.

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

FOR MOTIVTION:

The college motivates the students by giving Certificate (for participation in any activities), Prizes (for holding prominent positions First, Second, Third and Consolation) Trophies (For Group Activities) and Medals (Sport Meet etc.). Further some financial help in the form of cash prizes is also provided by the management. Students achieving positions have their names displayed on notice board so that other students may also get motivation. Faculty members motivate the student for their best performance (praise) and verbal reinforcement is provided.

SATISFACTION:

For the satisfaction of their efforts the students are encouraged by awarding grades, numbers, praise of their work etc. which satisfies them.

DEVELOPMENT:

For the development of the various aspects of their personality many programmes are organized for example:

• Physical Development Sports Meet and Games Period

• Moral Development Morning Assembly and Guest Lecturer on Values

   and Yogic practices

• Intellectual Development Quiz, Debate, Symposium etc.

• Cultural Development Organization of various Plays and Dramas.

• Vocational Development Introduction of new fields by the expert

   and guidance programme.

• Spiritual Development Yoga Classes and Meditation

PERFORMANCE IMPROVEMENT:

For Teaching : Micro, Mega and Real Teaching.

For Academics : Unit Tests, Seminars, Assignment, Projects, and House Exam etc.

For Practical Work: Work Experience and Work Education are held.

3.Give gender wise dropout rate after admission in the last five years and list possible reasons for the drop out. Describe the mechanism adopted by the institution for controlling drop out?

Male/ Female

For B.Ed. Programme

Genderwise Total no.of Admissions

Gender	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Male	43	14	39	ZERO YEAR	41
Female	56	24	61	ZERO YEAR	58

Genderwise drop out rate

Gender	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Male	02	00	03	ZERO YEAR	00
Female	01	00	05	ZERO YEAR	01

There may be the following possible reasons for the drop outs after admission:

1.may not cover the teacher training course

2.seeking higher studies

3.adopted job opportunities other than teaching

4.circumstances are not suitable

5.any other reason

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

There is a provision of extra classes and coaching on Sundays and other holidays by the teachers and other experts who help the students in awareness preparation of all competitive exams. The college does not have any specific data bases related to students appeared/ qualified SLET, NET, Central /State service.

5. What percentage of the students on average go for further studies/choose teaching as a career? Give detail.

The college does not have any specific data bases to determine percentage of ex students joining some teaching jobs or pursuing higher studies but on the basis of informal information it seems that most of them join as a teacher in school and side by side they also pursue their studies through distance education board/University or in private capacity.

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 teacher after graduating from the institution? If yes, give details on the same.

The students can easily access the library after leaving the college. They can easily get the library resources like books, encyclopedia, dissertation, field work etc, Internet facility; computers are also easily accessible by the old students by the permission of principal.

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

Some of the students who has scored well were referred to some of the nearby institutions to consider their candidature on requirement. The placement cell collect the information of job opportunities and in form to the student through displaying on notice Board or personally.

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

The Cell faces the difficulties listed here under

•There is no system of campus recruitment in educational courses.

•The schools prefer to appoint their own students/alumni.

•Some times, selection of teachers are made before declaration of result.

•Moreover, many students prefer schools which are close to their living place. This is particularly true in the case of female students.

•Many schools do not even advertise available vacancies in reputed newspapers. The college tries to establish personal rapport with the schools and their management. It seeks to utilize services of its own alumni and make use of its personal contacts. It tries its level best to get to know the status of vacancies already vacant or else likely to fall vacant in near future.

9. Does the institution have arrangement with practice teaching schools for the placement of the student's teacher?

The College has it. It maintains good relations with these schools, etc. These schools have absorbed some of our students as teachers. In this regard, we are lucky in that our students are absorbed by these schools on their own volition: performance of our students during practice teaching attracts the attention of those who matter in the practicing schools.

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

The college provides necessary human and material resources required for the smooth functioning of the placement cell. The services of the official machinery are freely utilized by the cell. The placement Cell is equipped with internet enabled computer system for proper and efficient functioning of the cell

5.2 STUDENT SUPPORT

1. How are the curricular (teaching learning process), 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?

For effective transaction of curriculum the teacher of Education programmes prepare course outlines in their concerned subjects to be taught by them. These outlines are prepared well in advance before the commencement of the classes and monthly and weekly planning is done. The outline consists of micro teaching and simulation activities. The availability of resources and time is kept in view while planning the outline. The whole programme is planned in such a way that there remains enough scope for carrying out revision of certain important topics and conducting practical activities.

The college prepares academic calendar for the education programmes before the commencement of the new session. Regarding co-curricular activities, a list of activities is prepared by the Cultural Committee after discussing with the other staff members. The academic calendar is planned strategically on the basis of previous year's experiences and decisions regarding various activities are taken through mutual consensus in the meetings of staff council.

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

Till date no physically challenged candidate has joined this college. Obviously, the college did not have to plan for physically challenge students. But the college remains prepared for planning curricular activities differently for physically challenged students. The College knows of the various methods as also of activities as devised by educationists to be performed by such candidates with ease. During examination, physically challenged students may be provided additional services like the facility of writer to a low vision students, provision of extra time to write examination at a place which suits them within the premises.

3. Does this institution have mentoring arrangement? If yes, how is it organized?
Yes, the institution has mentoring arrangement. For this purpose the college has following arrangement:-

1. Tutorial and Houses:
The students of the college are divided into various houses and Tutorial Group and each house has a mentor (teacher incharge) for helping the students to solve their problems (Educational, Social, Personal, Emotional and Spiritual). In addition to it, she / he encourages the students for to participate in various functions like morning assembly, competition etc.

2.Counseling Cell:
The college has counseling cell for the counseling of students if they face any problems (Educational, Social, Personal, Emotional and Spiritual) they can get controlled by thecollege. The cell has also mentor (teachers).

3.Women Cell:

The college has a working women cell to solve the problem of female students and this has also mentor (female teaching staff).

4.Legal Cell:

To orient student teachers in legal matters, there also a Legal cell in the college.

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

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

•The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.

•Being a Mentor Teacher is critical to the success of our practicum program. Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring.

•The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success.

•Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient.

•There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.

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

The college has its own website**: www.spctgroup.org** . It is a mandatory requirement. The website contains information about the College, considered useful for the candidates/student

teachers and other information seeker/stakeholder. Following information is posted on the website of the college.

• Brief history of the college with introduction to the college and its campus

• The management trust

• The overall information about the infrastructure facilities available at the college

• The course structure and subject options available at the college

• Link of Rani Durgavati University Jabalpur

• Link of NCTE New Delhi

• Link of M.P. Higher Education Bhopal

 The website is updated time to time as per requirement.

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

Yes, the college have remedial teaching programme available for academically low achievers. At the start of the academic session and after the students have got acquainted with the college environment informal assessment is done in the third week of the month.

• The weak students are provided with counselling.

• They are provided with teaching-learning materials, etc. they are also provided with modules particularly prepared by the faculty members for such candidates.

• These students are given extra time for clarifying the doubts faced by them. Extra classes are also taken of the students who feel the need of remedial teaching.

• Extra home work in the form is also given.

• Students who lack in confidence in going to schools for teaching are asked to do certain experiment in lab and mock delivery of lesson plans

7.What specific teaching strategies are adopted for teaching?

The following teaching strategies are adopted for teaching,

• Easily comprehensible study material for difficult topics is given and books are recommended.

• Various topics are discussed in detail in the classrooms.

- Difficulties and misconceptions are cleared.

- Assignments are given to the students by the faculty members in their concerned subjects.

- Tips are given to the students by the faculty members about answering the questions in a better way.

- Advice to improve writing speed is provided.

- Question papers of previous years are discussed in the class and important topics are identified.

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

AT THE TIME OF ADMISSION:

Admissions are made through centralized counseling on the basis of qualifying exam marks **(Through M.P. Online).** Student's filling forms and choosing various colleges/University for admission.Every year in the beginning of the session, a two days orientation programme is held at the college for giving academic counselling to the newly admitted student teachers to enable them to go through the subject and selecting of options. For this teacher give presentation in front of students.

DURING THE SESSION:

Guidance and counseling cell is there to solve the personal, social, emotional and academic problems of students. College has formulated different cells with active involvements of students as its members. Women cell is there to sensitize the students and teachers about various problems and issues related to women.

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

For redressing the major grievances of the students Grievance Redressal Committee has been formed in the college. Any of the major grievances of students are heard by this cell and after mutual discussion and consent, the final solution is forwarded to the head of the institution

for approval. However, if some grievances are not solved at the college administration level, then those are forwarded to the Management of the institution to take necessary action in that regard. The minor grievances/problems are solved by faculty members or committee incharge at their level through mutual cooperation and consent.

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

ACADEMIC PROGRESS:
Daily classroom observation by the mentor teachers, monthly class tests, seminars, assignments, projects, house examination, internal viva-voce are done time to time.

CULTURAL & SOCIAL PROGRAMME:

Participation in Morning Assembly, Functions, guest lectures on various aspects, competitions and awareness programmes is encouraged. Other than this, students organizes different competitions as Rangoli, Slogan Writing, Poster making, mehandi, Quiz, Card Making, Salad Making, flower decoration and arrangement, Poetic recitation, dancing and singing etc.

11. How does the institution ensures the student's competency to begin practice teaching (pre-practice preparation) and what is the follow up support in the field of (practice teaching) provided to the students during practice?

The institute ensures the students competency at the beginning of the teaching practice through skill development, micro teaching and simulation. Each student practices at least five teaching skills in each subject before going to practice teaching. A teacher educator remains full time in school to support and supervise the student, lesson planning and teaching practice.

5.3 STUDENT ACTIVITIES

1. Does the institution have alumni association? If yes.
• **List the current office bearers. NA**
• **Give the year of last election. NA**
• **List activities of last two years. NA**

• **Give details top ten alumni occupying prominent possible. NA**

• **Give details on the contribution.**

The institution is having active Alumni Association consisting of President, Secretary, Joint Secretary and Treasurer. There is no such Election conducted for selection of Office bearers. The Office bearers have been selected unanimously by the old students. The Alumni students are participating in the Annual Cultural Activities and also in the sports meets. Further, the Alumni members who are free at those times also join with the community activities taken by the institution regularly.

2. How does the institution encourage students to participate in extra curricular activities including sports & games? Give details on the achievement of students.

The college emphasizes the overall and holistic development of the teacher trainees and not just the scholastic development.

•The College encourage students to participate in Co-curricular Activities like sports and games, debates, quiz, poem recitation, Rangoli, painting, sketch competition etc., and other International days organized/celebrated by the college, affiliating University.

•Everyday, each student in a batch or individually takes part in different activities of the college. Different extra-curricular activities are arranged at regular intervals in which students' participation is compulsory.

•The students of the college are sent to participate in programmes organized by other institutions.

3. How does the institution involve and encourage students to publish materials, like catalogues, wall magazines and other material? List major publication?

The College encourages its students to contribute in the form of articles, poems for the College Magazine. A number of student-teachers have given their articles for publication in the Magazine. They are also encouraged to write essays which at times form part of competition

4.Does the institution have a student council or any similar body?

Yes, the institution has a Student Council. It constitutes five members i.e. President, Vice President, Secretary and two executive members.The main function of this council is to assist in planning and smooth organization of various academic, co-academic and extinction activities. This association works for the betterment of students and college and is constituted to put up the student's problems and suggestions to the college administration. The members of the council are elected by mutual consensus. Funds for organizing various activities are provided by the college as per requirement.

5. Give details of various bodies and their activities, which have student's representative in it.

The following are some of the committees on which there are student representatives. The important committees in which the representation is given to the students are as under:
(i) Students Council
(ii) College Magazines Editorial Board
(iii)Grievance Committee (Grievance Redressal Cell)
(iv) Sexual Harassment and Anti-Ragging Committee
(v) Library Committee
(vi) Co-Curricular/cultural Activity Committee
 (vii) Sports Committee
(viii) Students Welfare Committee
(ix) Programme Advisory Committee

Students Council
As mentioned earlier, the students are elected every year who act as a link between the student community and the faculties. They perform various responsibilities assigned to them by thefaculties and the council

Editorial Board
Editorial Board also has the provision of students representation. Students representative in Editorial board are required to collect the articles written by the students, edit the collected articles before submitting to the editor who ultimately sees the worth of the article. Lots of efforts are made by student editors in improving the quality of articles with teacher guidance.

Sexual Harassment and Anti-Ragging Committee

Students play active roles in making suggestions and preventing harassment and ragging.

Library Committee

Students on this committee make suggestions regarding the library and its assets.

Grievance Committee

College has the provision of the Grievances Committee and provision of students representation on it. The committee consists of two students representative, one faculty member, and principal (chairman of the committee). The student representatives pass the grievance of one students to the faculty-in-charge who passes the information to the principal and ultimately to the manager.

Alumni Association

Alumni Association also has the provision of student representation on it. The last batch student of B.Ed/M.Ed.. is supposed to be secretary and treasurer of the Alumni Association.

Sports Committee

Students on the committee help in the selection of sports and organizing the events.

Co-Curricular/cultural Activity Committee:

These activities are almost exclusively student activities. They select, decide and organize them. Teachers act as facilitators.

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 programme and growth and development of the institution?

The college has developed a mechanism for seeking and using data and feedback from the graduates and the employers for using it for collegial growth and development.

To begin with, feedback from each student is gathered at the end of each academic year in written form. The alumni association consisting of a number of employers and employees provides feedback every year during its meetings.

The management of the student remains in touch with the schools having our product on their payroll. Such schools furnish information, straight away to the management.

The feedback is also collected by the teacher in-charges of practice teaching schools. Many of the students of the college are absorbed by such schools. Heads and management of such schools interact with the teacher in-charge and furnish relevant information.

The information so collected is duly analyzed by the college and all relevant suggestions are taken into consideration while making preparation of the programme and the development of the college.

The fact however remains that the college has to function within the parameter set by the NCTE and the affiliating university.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

• Participation in morning assembly and various co-curricular/ extension
activities is mandatory for all students.

• Students representation in various committees.

• Use of student-centered teaching learning approaches like group discussions,
  class quizzes, seminars, team teaching, etc.

• Grievances Redressal cell for students.

• Suggestions and complaints from student are heard.

• Bus pass facility provided.

• Medical and first aid facility.

• Mentoring arrangement for students to promote peer group learning.

• Feed back on class, unit test and house exams.

- Remedial progress for slow learners/ low achievers.

- Special coaching for high achievers.

- Book bank for poor and needy students.

- Issue of library books for examination period

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

Self reflection which is crucial to the development process of student teachers has in part become operative although we wish to enforce it on full scale in near future.

The opportunities for student teachers to engage in self reflection after field experience activities enable them to construct their own mental model of teaching practices, based on their fieldexperiences. The process of reflection includes reflective thinking and self-examination during or after teaching. It is being introduced to provide student teachers with opportunities to build up professional knowledge and skills and encourage reflection on appropriate attitude and strategies for classroom instruction.

Self reflection is found beneficial for learners. Students are benefited by acquiring contextual knowledge about interpretation of classroom situations; discerning essential criteria for substantial self reflection; and developing emergency responses for unexpected teaching challenges.
It is particularly prominent for fostering self directed learning by student teachers for two reasons:
Besides, the college proposes to introduce video based technology for the purpose of selfreflection.

Videos taken during lessons in teaching practice are trustworthy data for student teachers to make a post-lesson self reflection. This method allows student teachers to externalize their reflective thoughts, based on the accurate video recorded data from teaching practice activities. This approach allows student teachers to actively construct applicable knowledge about classroom instruction, develop reflective practices on their teaching work, and take responsibility for their own learning. It is believed that student teachers show significant growth in the levels of reflective thoughts about their teaching work, under a guiding

framework for self reflection, after browsing video recordings of lessons in teaching practice. The use of videos is thus considered to be helpful in enhancing the depth and quality of self reflection by student teachers.

Even the faculty seeks to model and reflect on its practices in the curriculum transaction including the use of technology. At times the staff council evaluates and assesses its own performance for providing or getting additional quality input through mutual consultation and/or by acquiring the services of an expert through management

CRITERIA VI
GOVERNANCE AND LEADERSHIP

CRITERIA VI - GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

VISION:

• To provide and develop competent, innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.

• To provide value-based curriculum and dynamic academic environment for strengthening faith in humanistic, social and moral values as well as in Indian cultural heritage and democracy.

• To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.

• Develop necessary competencies in a teacher to have a desire for life-long learning and for `reaching the unreached and explore the unexplored.

MISSION:

• Imparting and creating New Knowledge.

• Building core teaching competencies in prospective teachers.

•Developing skills for information processing and life long learning.

• Fostering creativity and critical thinking.

•Initiating and experimenting innovations in teacher education.

• Undertaking action research and applied research at grassroots level.

• Keeping pace with information and communication technology.

•Cultivating human and spiritual values.

OBJECTIVES:

• To prepare ideal citizens and to educate the society

• To aware the pupils about various social and natural problems and enable them to solve them.

• To aware the student teachers about the environmental issues.

• To enable the students to develop understanding of the principles of pedagogy and their application in curriculum transaction and evaluation.

• To develop scientific and democratic outlook among the student teachers.

• To develop the knowledge, skills and competencies among the students needed for plying multifaceted role of the teachers in the new era.

• To bring about physical, emotional, intellectual and ethical integration of student teachers with a view of evolving a complete teacher possessing the basic values of secularism, national integration and truthfulness.

• To enable students to live with harmony as an individual and as a cohesive unit in the teaching learning process and in society.

• To develop national and international understanding among the pupil teachers.

• To inspire students for life long learning.

• To inculcate moral values among the student teachers.

• To achieve the main concept of education, modernization and vocationalization.

Values:

• Contributing to the national development

• Quest for excellence

• Develop inner quality like honesty, punctuality, cooperation, humanity and truthfulness.

• Develop self-discipline and self-trust

Institutional purpose, vision, mission and values are made known to the various stakeholders through the different programme organized by the college. The activities like Blood Donation camp, HIV/ AIDS awareness, Pulse Polio Programme, Tree Plantation, Polythene picking drive, First Aid, literacy campaigning, celebrating days of international, national, social and religious importance with full zeal and fervour and active participation of students and parents.

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

Yes, mission includes the institute goals and objectives. It is one of the stated aims and objectives.

•Shri Varnee Digamber Jain Gurukul College, Jabalpur [M.P.] is committed to produces socially useful human resources. It is the primary aim of the college and it functions for the same.

•Relatively financially poor students are getting education at the college and they are being supported materially as well as academically.

•Students of Shri Varnee Digamber Jain Gurukul College, Jabalpur [M.P.] render community service as a part of curriculum by engaging themselves with some NGOs, and other local bodies.

•Expectations of schools, their needs and aspiration are taken into consideration while
preparing student teachers in the college.

•Tradition and value orientation of the students are promoted and given full respect. Its cocurricular and extra curricular activities have an in-built social message: service, respect for diversity, empathy, democratic value, secularism and so on.

•The college aims at giving to society the broad minded teachers having deep roots in the soil of the land and yet having a global vision.

•The college aims at holistic development of its students and seeks to equip them with knowledge and potentialities to compete, meet the school-based societal requirements and serve the schools with determination and commitment. The role expectations of a teacher remain in focus of the college.

•Further to this, the college gets its alumni placed and it maintains relations even after that.

5. **Enumerate the top managements commitments, 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.)**

Chairman:
• Over all supervision.
• To give suggestions to Administrator, Principal and Head of The Department
  for organizing academic activities.

Vice Chairman:

• To give suggestions to Administrator, Principal and Head of The Department for
   organizing academic activities.

• Monitor the day to day activities of the institution

• Responsible and authorized to nominate the Management Representative to take care of the
   day-to-day activities.

• Overall control of the financial function of the Institution.

• Overall responsibility for recruitment/inducting quality oriented personnel against the nature
of job, including Principal etc.

• Responsible for identifying training needs, whose work affects the quality of services.

• Overall responsibility for providing resources viz Human, Infrastructure, other facilities and
   suitable environment for the teaching learning process.

Principal:

• Over all supervision: (i) Academic Activities (ii) Non- Academic Activities.

• Give suggestions to Head of The Department.

• Meetings with the teaching staff and Non-teaching staff.

Head of the Department:

• Over all supervision (The performance of Teaching staff as well as Nonteaching staff).

• Class Room Teaching.

• Meetings with the teaching staff and Non-teaching staff.

• Supervise the functions of various committees established in the college.

Faculty:

• Teaching

• Organizing the activities, allotted to them.

• Conducting the activities of committees.

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

The Management of the institution and the head of the institution work together to frame and
execute the policies and responsibilities of the institution and always communicated to the
staff through the responsibility charts, meeting circulars etc.

New plans are implemented by faculty members and students through team efforts. The
faculty members are assigned duties and responsibilities on the basis of their willingness and

interests. Different decisions, tasks and responsibilities are well-defined and distributed to the teaching and non-teaching staff through staff meetings, office orders and circulars.

Sometimes, the responsibilities are given informally in a verbal manner. The communication is made well in advance to the staff members so that various tasks and activities can be carried out smoothly. The work load of teaching staff is kept almost similar and equal for every member so that no grievance could arise. For all such of tasks and responsibilities assigned, the person concerned is held accountable.

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

The feedback obtained from various sources like students, parents, visitors, teachers, visiting resource person etc. is reviewed by a specially formed committee comprising the head of the institution and two senior faculty members. Feedback is analyzed by the committee and appropriate decisions are taken. These decisions are then communicated to the management for review and bring about desirable changes as required.

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

The barriers and problems are faced in realizing the vision, mission and objectives which are identified through feedback obtained from faculty members, students, school teachers/heads and local people For removing the problems and improving the situation in forthcoming academic sessions, necessary decisions and steps are undertaken by the college by keeping in view the resources available and the additional resources that can be made available to the college by the employers.

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

• Through formal discussions in meetings.
• Sponsoring staff for professional development programmes, seminars, workshop, etc.
• Seeking suggestions from staff members at various junctures.
• Conducting sudden inspections to keep quality control over institutional affairs.

• Providing various facilities to the faculty members like interest free loan, accidental insurance, transport as per requirement.

• Providing facility of various types of leave like casual, earned, medical and study leave.

• Computer and Photostat facility to faculty members for undertaking research.

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 principal of the institution plays a dynamic role in governance and management of the curriculum, administration, allocation and utilization of the resources because of his twin quality of head and heart.

•The Principal coordinates with the management, staff and students effectively and efficiently.

• The Principal is efficient and well versed with internal co-coordinating and
  monitoring mechanism for smooth functioning of the institution.

• The Principal is sensitized to modern managerial concepts such as strategic planning, team
   work, decision making and computerization and total quality management.

• The Principal regularly holds meeting of staff council and other committees for
   improvement of the institutional process.

6.2 ORGANIZATIONAL ARRANGEMENTS

1. How does the institution collaborate with other sections/ Departments and school personals to improve and plan the quality of educational Provisions?

The following committees have been constituted though the College Council deliberates on all matters.

1. College Council – Principal and all the members of the teaching staff.

2. Staff Selection Committee – Principal, Management representative, Senior faculty as expert in the concerned subject

3. Admission Committee – Principal and two senior faculty members and a OBC/SC/ST
   faculty member

4. Sports Committee – Principal, Sport Officer, one from faculty and two

  student representatives.

5. Library Advisory Committee – Librarian and two members of the faculty and two student representation.

6. Grievance-Redressal Cell – The College Council itself functions as Grievance Redressal Cell

7. Student Council – One Chairman, One Secretary, Six Class representatives.

9. Internal Quality Assurance Cell (IQAC)

1. The Principal - Chairman

2. Management Representative

3. Two senior faculty members

4. Librarian

5. Two from Peer Institutions

6. One from Alumni Associations

7. One from Public

8. Two student representatives

9. One Coordinator

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

Organizational structure and the details of the academic and administrative bodies of the college are indicated below.

The Trust

The Society (Regd) is the highest administrative body. It comprises all members of the society.

Governing Body

The Executive is the highest decision making executive body that carries on the agenda of the society.

Committees

General Council and Executive exercise their powers through various committees and subcommittees and major functionaries.

Major Functionaries:

Major functionaries that provide leadership and are among the decision makers are listed below.

a. President/Manager

b. Principal

Powers and functions of these functionaries have already been mentioned at relevant places.

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

The overall administration is done by the head of the institution i.e. the Principal. In his absence, the other senior and efficient teacher is given the charge and responsibility to look into the college affairs. Various committees are constituted in the college have been assigned necessary powers and authority by the principal to organize and manage different academic and co-academic activities. The students of all the three programmes have been given due representation in these committees so as to make the process of teacher training.

The decisions regarding academic calendar and co-curricular activities are taken in cooperatively in the meeting of concerned committees and finally in meetings of staff council. The college students Council has been framed in the college to assist in adequate and smooth organization of various activities and putting forward the problems of students as well as make the suggestions for improvements and modifications.

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

The faculty members of the college meet with the school teachers/head in formal as well as informal manner and discuss different issues related to school education. This helps in bringing improvements in teacher training process in the college. The lesson plans for practice teaching are discussed with school teachers so that best educational experiences can be provided to the students. School teachers also observe the lessons of student teachers during practice teaching and provide feedback to the students for further improvement in their teaching. The college also collects feedback from school heads/teachers on various aspects of practice teaching through in future. Also, school teachers are invited to college for guest lectures as well as examiners for evaluating the works of students in different activities.

5. Does the institution use the various data and information obtained from the feedback

in decision-making and performance improvement? If yes, give details.

Yes, the college collects feedback (data) from the following and use it in further decision making and performance improvement:

1. Feedback from students regarding teachers and campus experiences.

2. Feedback from school teachers/heads at the time of practice teaching.

3. Self- Appraisal reports of teaching and non-teaching staff members.

4. Feedback from employers, local people and some old students through informal discussions and personal contacts.

The feedback or information thus collected is analyzed and discussed in staff meetings. On the basis of the discussions, decisions are taken for further improvements in functioning of the college. Such decisions which do not require any additional human or financial resources are implemented during the next session and the new action plans or decisions that need extra human or financial resources are further discussed with the employers. On getting the additional resources from the employers, such decisions are implemented in a joint manner through team efforts. The progress of these plans in monitored for their systematic organization.

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

Institution provides computer and internet facilities for sharing of knowledge.

• It motivates faculty members for further studies to increase their Qualification.

• It provides computers on demand to the faculty members.

• It motivates the faculty members to send papers for publishing, presentation and participation in various seminars, conferences and workshops.

• It encourages the faculty members to perform the duty of resource person in various seminars, conferences, workshops.

6.3 STATEGY DEVELOPMENT AND DEPLOYMENT

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

The institution is fully computerized and all information is collected, stored, processed, and utilized by the means of ICT. Whole administrative office is computerized and all information is available on just one click. Institution has its own website where all information about institution is available. The details of the course available, facilities, admission and other details all are just one click from the person wants to get that. The institution has monitored the performance of the teaching and non-teaching staff by self appraisal, students assessment of the faculty performance and expert assessment of the faculty performance.

2.How does the institution allocate recourses (Human and Financial) for accomplishment and sustaining the changes resulting from the action plans?

The college has provision to sponsored some faculty members for professional development programme (to attend the seminars, conference, workshop) at national level.

To allocate financial resources, the institution has internal and external financial audit mechanism for accomplishment and sustaining the changes resulting from the action plans.

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

To achieve mission and goals, an academic calendar is made. On the basis of academic calendar, various activities are conducted in the college. These activities and programme not only include universities prescribed syllabus, but more then that. To conduct these activities, human and financial resources are needed. Required qualified persons are appointed to run the college smoothly.
The management allocates annual budget for the college to run smoothly, whenever the financial need is felt, it is fulfilled accordingly.

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

The academic plan is prepared at the beginning of the year after detailed discussions by the College Council in which all teachers are members. The plan is further discussed in the IQAC

and after fine tuning, the same is accepted for implementation. The practice teaching sessions are dovetailed into the programme after consultations with the Headmasters and the guide teachers. The lessons to be taught by the trainees and the dates for observation / practice and the preparation of the trainees for practice teaching are discussed and finalized.

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

The employees are oriented to institutional goals and objectives through personal interactions with the Principal, senior faculty and the Management Trustee. However, adequate care is exercised to see that no one is overloaded. Whenever necessary, additional personnel are deputed, the senior faculty help out the juniors when they seem to perceive difficulties. The aim is to bring out the best in every employee through a synchronization of individual and institutional goals.

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

Vision, mission and implementation plans are monitored by the teacher incharge of different fields. like teacher incharge of cultural activities pays attention and organizes different activities to promote the healthy attitude to achieve the vision and mission of the institution. Frequently meetings are organized to revise the different activities to achieve the vision and mission.

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

The institution plans and deploys the new technology like LCD Projector, Over Head Projector, Slide Projector, Computer, Internet facility is also available for all the students to boost their knowledge and skills.

6.4 HUMAN RESOURCE MANAGEMENT

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

Faculty development need and career progression of the staff is identified and proper arrangement is provided by institution. The Principal has healthy relations with all the faculty

members and identifies the need and progression of staff and motivates them to proceed. Also the management motivates the staff members to proceed for the career progression after identification. For Those who have made some achievement, they are motivated by increments and appreciation letters.

2. What are the mechanisms in place for performance assessments (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 what are the mechanisms in place for other staff?

Feed Back evaluation is the main course of method used for improvement on performance monitoring and enhancement. Further, the Self-Appraisal method haves been adopted for continuous evaluation of teaching and performance. Further, the teachers are regularly motivated for research activities. This has resulted in bringing out many papers by the faculty members which have been presented before different seminars / conferences and workshops. Innovative teaching methodologies have been adopted based on the feed backs received and also through assessment made by the Peers.

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

Staff is constantly motivated and given full freedom to teach and work in their zone of comfort. There is no interference from any quarter. They are provided with all kind of cooperation and faculties required from time to time.

The achievements and progress of any staff members in any field is appreciated at different functions of the college. Their performance is acknowledged and appreciated. They are honoured and reinforced in functions.

The management from time to time arranges computer courses for the staff members of the college.

Faculty is promoted according to its qualification, performance and experience based on merit. Faculty is paid as per the norms laid down by the statutory authority so as to give them a sense of job satisfaction.

Whenever faculty faces any personal problem, College stands by them morally as well as financially. Their ideas are always welcomed and implemented.

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

The college has already qualified & skilled staff. However, for more skill development of staff, the college has provision to allow them to upgrade their skills by inducing themselves. Non-teaching staff is also provided different working environment to upgrade / update themselves with administrative works and adding technical knowledge to them.

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

The faculty position falling vacant are notified in news papers. The applications received are processed and an interview conducted by the Staff Selection Committee, headed by the Principal and containing representatives from the Board of Management and senior faculty from Peer Institutions. The selected candidates are issued appointment orders. The salary is commensurate with qualifications and experience. Retired faculty is also inducted in order to impart a fair amount of experience into the staff profile. Every effort is made to meet the UGC and NCTE regulations.

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

There is no provision to appoint part time/adhoc faculty.

7. What are the policies, resource 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,, participate in seminars, conferences, workshops etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution ensures that the staff grow professionally. College has provision for Staff members to participate in seminars, conferences, workshop at local and national level. Staff members are also encouraged to attend professional development programmes such as orientation courses at different academic staff colleges. Research work is also supported by the management..

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 Physical facilities are provided to all the staff members. Institution has well furnished staff room with cupboards. computer with internet facility and wash room facility. Well furnished Principals office, Professors room, college office, conference room, multipurpose all, resource room, class rooms and library with internet facility are provided.

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

Faculty can get information from the Head, The Principal and the management or Office. Faculty can complain them personally and discuss his/her problems. The students can get information through class incharge or Head of The Department. They can make complaints to the member of grievance committee.

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.**

Workload policies and practices that encourage faculty and also the rules of the university are followed by the institution,

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

Yes, the College has mechanism to reward and motivate staff members. Efficient & hardworking staff members are promoted after a specified period of time. Besides, any achievement or progress of the staff member of the college is always appreciated at the functions of the college. The achievement is also announced in the general assembly of the

day and put on the notice board of the college. Staff members are awarded by giving timely incentives and they are honoured during functions.

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 financial support from the government is obtained.

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

No donations have been received by the institution during the last three years.

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

Budget of the institutions is adequate to cover the day-to-day expenses.

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

The fees of the students are the main source of income for the college.

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

Yes, accounts are audited regularly by Chartered Accountant. All the matters concerned with finance are looked by an accountant and assistant.

[Enclosure: Audit Report of Last two year attached]

6. Has the institution computerized its finances management system? If yes, give detail

Yes, the institution has computerized its financial management systems.

6.6 BEST PRACTICE IN GOVERNANCE AND LEADERSHIP

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

- Grievances and Redressal Cell for students and staff members.

- Similar workload for teachers of respective faculties.

- Decentralization of administration

- Students representation in various committees.

- Feed back from students, faculty members, school teachers/heads and employers to improve college functioning in future.

- Engaging school teachers/heads in developing lesson plans and carrying out various activities during practice teaching under overall guidance of school head and teachers concerned.

- Formulation of new action plans on the basis of previous experience and feedback obtained from various stake holders.

- Internal quality check by employers through sudden visits.

- Monitoring of various activities.

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.

Yes, the college formulated and established Internal Quality Assurance Cell (IQAC) in 2010. So as to respond to the changing educational, social and market demands. Its composition is reported in relevant place .

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include

•Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College;

•Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

•Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes;

•Dissemination of information on the various quality parameters;

•Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

•Documentation of the various programmes/activities of the College, leading to quality improvement;

•Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;

•Development of Quality Culture;

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

The college has a mechanism to evaluate the achievement of goals and objectives. The implemented process is carried through feedbacks and other such data. It examines and evaluates the following to see the extent and degree the goals achieved:

• Data bank

• Faculty appraisal by principal

• Self appraisal by faculties

• Student's achievement records

• Participation and performance of students in Inter-College / University activities

• Appraisal of placement

• Feed back from students with regard to teaching and its method

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

The college is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has IQAC and Programme Advisory Committee (PAC), which assess the performance. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years results are the benchmark for further improvement.

The college makes all out efforts to

• Ensures adherence to academic calendar with the help of schedule for all activities.

• Supervises content delivery by faculty, through Principal

• Ensures high performance of students in internal examination academic

•Monitors attendance of students and also keeps the students informed on monthly basis. This helps students in not absenting from classes beyond a permissible period laid down by University due to unavoidable reasons

•Maintains and ensures stock verification

•Watches frequency in the use of OHP ,T.V., Video, cassettes, and other IT based material etc.

•Makes sure the utilization of seminar organized for preparing OHP transparencies of teaching units in advance.

• Obtaining regular feedback from pupil teachers.

• Self-appraisal report of the teacher educators

• Regular discussions with pupil-teachers and teacher educators

• Feedback from parents

• Feedback from community

• Suggestions from experts

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

The principal of the college watches the working of the administrative staff rather meticulously. The office-in-charge maintains daily and direct check on the working of the non-teaching staff. It is ensured through the sufficient staff and the financial consultant finance and accounts. The consultant ensures maintenance of relevant records in proper order. The following practices are in-built into the system to ensure the quality of its administrative and financial management processes. In addition to this, the principal/management gets

• Feedback from the faculty, and employees

• Purchase committee has been formed.

• College Discipline Committee helps in maintaining discipline in the College

• Transparency in the matters related to finance and administration

• Audit report is submitted to the university

• Annual auditing through Chartered Accountant

• Feed back from students

• Grievance Cell/Complaint/Suggestion Box

If any complaint regarding the non-teaching staff comes up, then it is discussed in the committee and the suggestion is passed on to the Principal for implementation. Over and above the specified college functionaries, the management superintends the whole working and all functionaries.

• Annual auditing through Chartered Accountant

• Various report/information submission to University

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

1. Good practices are identified by convening meetings of teacher educators and administrators of the college on regular basis.

2. Regular feedback from pupil teachers, teacher educators and supporting staff is obtained periodically.

3. Suggestions from pupil teachers, teacher educators and other stakeholders are collected verbally.

4. Innovations/ Good practices, which are shared by all constituents**:**

• The college has started educational and vocational guidance committee

• The college has permanent provision of inculcating values among the students during the morning assembly as well as in the class room.

7.2 INCLUSIVE PRACTICES

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

To sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum, a few well-defined techniques are used:

• Extension lectures are arranged.

• In-house seminars are organized on various relevant issues.

• Latest developments in the area of inclusive education are obtained from various

sources and stakeholders are informed accordingly.

- Discussions with students of special categories are held regularly.

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?

Some of the strategies are as under:

1. Lectures on inclusive education and gender differences are organized for students.

2. Debates and discussions are organized in which the students take active participation.

3. Experts are invited to interact with students and to make them aware of many intricacies of inclusive education.

4.Develops understanding through psychology of students, educational needs of groups, varied community resources as aids, interpersonal relations, adaptability, freeing of prejudices, humanist rules, integrated values, discipline and code of conduct through experts advices

5.Students are sensitized on the issues relating to gender-based disparities and prevailing misconceptions and their over all impact on growth of humans and society.

6.Counselling is provided.

7.Provision for counseling and discussion during tutorial period.

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

Talent Search Contest is organized in the beginning of every session and students are judged. The other strategies are:

- The pupil-teachers go for real teaching in schools.

- The pupil-teachers visit the villages for organizing awareness camps.

- Social Projects, Gardening and Clay modeling etc. are made a regular feature for active engagement.

- Internal workshops, seminars, discussion groups etc. are organized.

- Inter-House Competitions in various activities are organized on a regular basis.

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

The college has devised ways and practices for ensuring that the student teachers develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities. The approach is based on teaching, preaching and practice. Student teachers are engaged in talks, debates and lectures on value education, equity, equality and social justice.

• They are engaged in thematic co-curricular activities that promote social values

• Equal opportunities for students in social activities provides exposure to them to the real society they are to face in future

• Student teachers are trained in the dynamic of accepting challenges emanating from diversities in views and socio-economic status. Participation in cultural activities, debates and discussions provides the opportunity.

• Student teachers are required to participate in the trans-community festivals and participate in talks and discussions on prominent personalities hailing from different socio-economic cultural backgrounds.

• During the course of simulated teaching and practice teaching they are required to practice competencies for creating cordial atmosphere between the peer groups. Since they have to deal with a composite populace of colleagues and students, they acquire grounding in the ways of working with children from diverse backgrounds and exceptionalities.

• Students are enabled to come down to the level of children in classroom interaction.

• They are prepared to adopt judicious approach. They are prepared to be free from all differences emanate from caste, class, creed and religion.

• Above all, students are made to understand that variety is rooted in and demonstrated by the nature of creation. This is an asset. Beauty lies in variety. Respect and protect it.

Collectively, all the above mentioned competencies and skills are promoted amongst the pupil teachers at different stages and through different activities.

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

For such students, following provisions have been made in the college:

1. Facilities of washroom are available on ground floor.

2. Extra time is also provided to meet the unique needs of these children.

3. All the staff members and specially the Librarian have been specifically informed to provide all possible help in the academic activities to the physically challenged students.

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)?

Women cell handles and responds to the gender sensitive issues. Activities under taken by the women cell are as follows:

1.Regular lectures by the members of teaching faculty

2. Establishment of Grievance Cell in the College

7.3 STAKEHOLDER RELATIONSHIPS

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

The College ensures the access to the information on Academic and Administrative performance to the stakeholders as under:

• Regular feedback is obtained from the pupil-teachers and teacher educators. The responses are tabulated and analyzed by a group of teacher educators of the college. On the basis of the analysis, valid inferences are derived. Other stakeholders are also informed accordingly.

• Regular meetings with the stakeholders are convened in which information about the performance is given. The stakeholders are encouraged to give their comments and suggestions for further improvement of the functioning of the College.

2. How does the institution share and use the information/data on success and failures of

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

The management and staff members of the college evaluate performance of the preceding year's of all the characters involved and the developments. The college takes lesson from its past performance.

While preparing the next year academic plans the preceding year's suggestions, feedback analysis and results are taken into consideration. Attempt is made to sustain and reinforce the appreciable and take corrective/reformative steps in regards to not so good or poor performance.

It is done in the following ways:

• Faculty members are briefed about corrective steps to be taken.

• Faculty members are briefed about the reinforcements to be provided

• Successful acts and effects of the students are appreciated and rewarded.

•Incentives are given to faculties for successful end eavours.

•Trophies and merit certificates are given to meritorious students for the success of their qualitative efforts in curricular and co-curricular activities.

• The weak points related to various processes are noted and discussed by the staff in
  a meeting at the end of the session.

•The success areas of the college are pooled through interaction with staff i.e. teaching, non-
  teaching and old students.

• Strong as well as weak points of the college are also noted.

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

The feedback mechanisms are:

1. Feedback Performance meant for pupil teachers is administered to them regularly.
2. General comments of selected pupil teachers of the college are collected and analysed. The information is used for planning future year programmes.

3. Feedback received from pupil teachers, staff, public and parents is used for improving the quality of administration and academics.

4. The responses from various sources are collected and tabulated. Arranged information is analyzed by a panel of senior teachers and administrators. Suggestions thus arrived at are implemented.

4. Other Features of Significance

Value added courses on skill and personality development are in place.

•Efforts to enhance community skills add value to students' behavioural learning

•System of institutional quality assessment is in place.

•The college caters to the needs of disadvantaged groups of students by providing
 scholarship and fee concession.

•Women Development Cell addresses gender relative issues. The college is predominantly a
 women college. There is an increase in demand of women candidates.

•The College monitors the growth of disadvantaged students.

•Students have good relations with faculty. Environment is learner-friendly.

SHRI VARNEE DIGAMBER JAIN GURUKUL COLLEGE,JABALPUR (M.P.)482003
Mapping of the Academic Activities of the Institution
PROGRAMME B.Ed.
TABLE

Month	March				April				May				June				July				August				September.				October				November				December.				January			
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
Admission and Orirntation	░	░	░	░																																								
Theory					█	█	█	█	█	█	█	█	█	█	█	█				█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█					
Tutorials/Seminars					█						█										█																							
Sessional work-tests&Assignmen																							█			█			█				█				█				█			
Practical work									█								█													█					█									
Preparation of Internship: Demonstration observation of lessons/microteachings/simulations														█	█	█											█	█																
PracticeTeaching/ Internship																	█	█	█	█										█				█				█			█			
Co-Curricular activities			█					█				█					█													█								█						
Working with community/ Project work																										█													█					
End-term examination																																										█	█	█

RegNo. 18   Shri Varnee Digamber jain Gurukul Samii Jabalpur   Estd:1946
☎ **0761-2673972,2671828**

SHRI VARNEE DIGAMBER JAIN GURUKUL COLLEGE
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(Recognized by M.P. Govt.,Approved by NCTE New Delhi, Affiliated to Rani Durgavati University, Jabalpur)

DECLARATION
BY
THE HEAD OF THE INSTITUTION

SELF STUDY REPORT

PART II: EVALUATIVE REPORT

I certify that the data included in this Self-Study Report (SSR) are

true to the best of my knowledge.

This SSR 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 SSR during the peer team visit.

                                                        Dr. Roli Sabhlok
Place: Jabalpur [M.P.]   Signature
Date- 30/05/2016   Head of the institution