

Shri Vaishnav Institute of Technology & Management

Gwalior (M.P.)



Self Appraisal Report
Track ID - MPCOTE 26232

Submitted to
National Assessment and Accreditation Council (NAAC)
Bangalore

Shri Vaishnav Institute of Technology & Management

Plot/Khasra No.: 313, A.B. Road By Pass
Village : Nirawali, Post Office : Barauia
Tehsil/District : Gwalior - 474006 Madhya Pradesh
Affiliated to : Jiwaji University, Gwalior

SVITM,

SAR



SAR – 2016

TRACK ID – MPCOTE26232

**To be submitted
National Assessment Accreditation Council (NAAC).**

Submitted by:-

**SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND
MANAGEMENT,**

PLOT/KHASRA NO. 313, A.B. ROAD BY PASS,

VILLAGE: NIRAWALI, POST OFFICE: BARAUIA,

TEHSIL/DISTRICT: GWALIOR – 474006, MADHYA PRADESH

Affiliated to – JIWAJI UNIVERSITY, GWALIOR

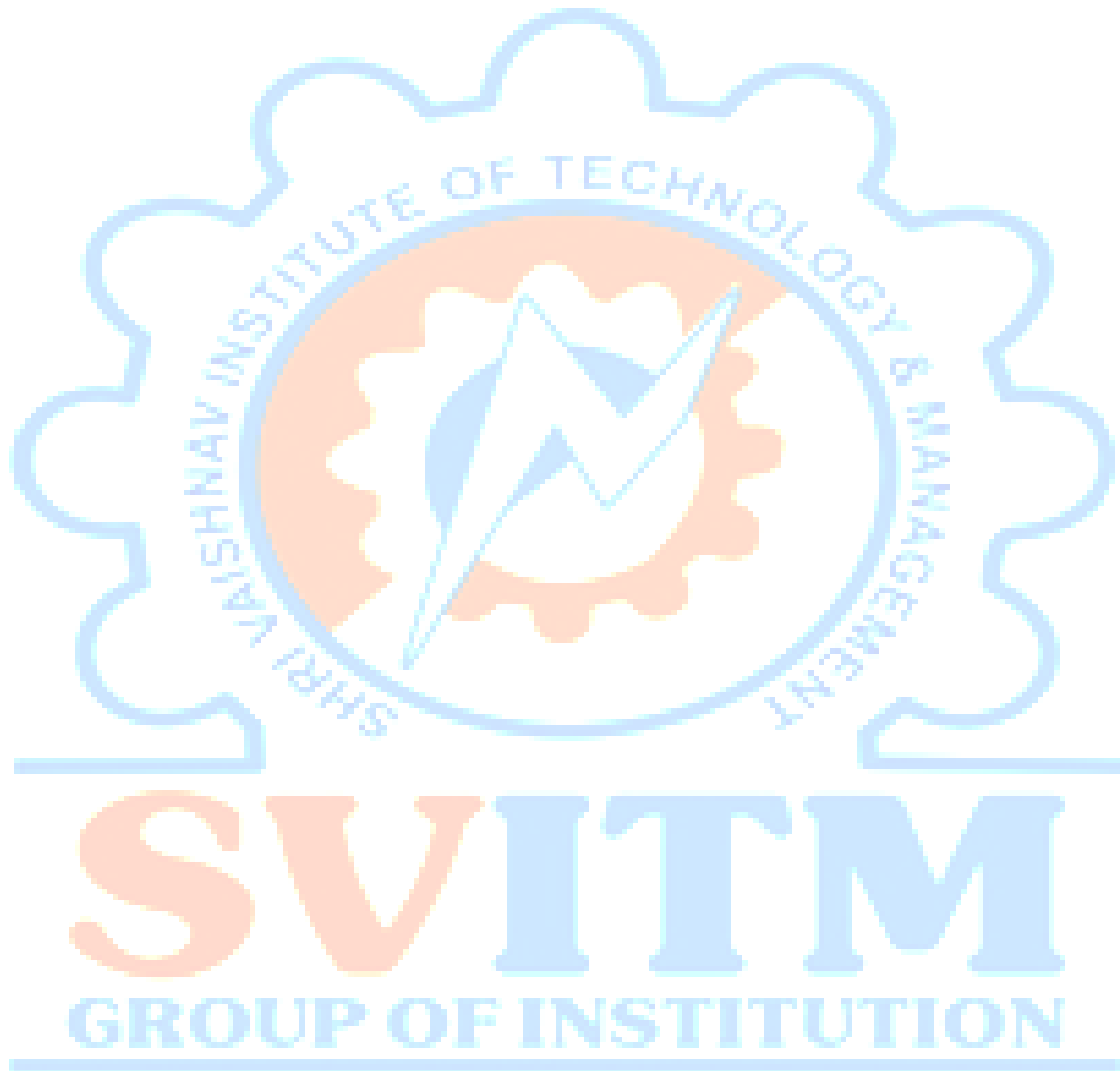
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SAR – Self Appraisal Report

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SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT

NIRAWALI, GWALIOR

EXECUTIVE SUMMARY

Shri Vaishnav Institute of Technology and Management has been established on July 19, 2004. The Institute is stretched over an area of 5100 sq.mtr. Having three-storied constructed building having 4560.00 Sq. mtr. Build up area for running the B.Ed. Course.

On the July 07, 2004, the Shri Vaishnav Institute of Technology and Management was affiliated to the Jiwaji University, Gwalior. This institute is recognized by the NCTE to run B.Ed. Program vide letter No. WRC/2-32/61/2004/4390 Dated July 07, 2004 (College Code No 223205).

The institution is situated in the District Gwalior; Madhya Pradesh is aiming to produce of teachers of dynamic personality. It is justifies its good name and has excellent result in past years. Good discipline, dedicated and devoted works, are the land marks of this college. The environment of college, premises, class rooms and labs are highly impressive and impulsive. Teaching faculties are so dynamic, motivate and friendly with his/her students. This institute fulfils all the norms formulated by authorities like NCTE, Jiwaji University Gwalior, M.P. and state government rules and regulations. The institute is appreciated by the inspecting authorities for the

institutional and infrastructural facilities and the innovative working and enthusiastic performance of the management and staffs.

At SVITM, it is our aim to provide an exemplary stepping stone to budding teachers for their future success. We do this by providing them firm grounding in requisite skills and knowledge that, we believe, will result in them striving for teaching excellence, and in becoming exceptional leaders who will transform the real of education. Further the ultimate goal of teacher development should be:

- To ensure that maximum learning takes place in classrooms itself
- To enhance the institutional capacity available at present for ensuring the adequate supply of trained teachers for all levels of school education.
- To develop skills required in selection and organizing learning experiences and also to understand the nature of the learner and of learning processes.
- To systematize experiences and strengthen the professional competency of in-service teachers.
- To imbibe the knowledge and develop understanding of various methods and approaches of organizing learning experiences of students.
- To develop competencies for organizing various instructional and student-support activities.
- To recognize teacher education (for all levels of school education, from pre-school to senior secondary) as a sector of higher education and to facilitate co-operation and collaboration between institutes of teacher training and colleges of general education or universities with a view to enabling interaction between different departments of a local college (or university) (e.g. sciences, languages, social sciences) and the institute of teacher training.
- To bring about synergy between institutional structures operating at different levels, e.g. NCERT and NCTE at national level and SCERTs at State level, DIETs and undergraduate colleges at the district level and so on.

The college has a well-equipped computer and Language lab; Psychology lab and Science & Mathematics labs located at the Ground floor of the college building. The computer lab has 25 desktops with on line UPS and an inverter for interrupted power supply. The psychology lab has a large number of tests and required equipments. Science and math labs of the college are also very rich. The college has facility for

uninterrupted water and power supply. College has adequate number of washrooms and safe drinking RO water, Freezer used for cold water facility.

All the teachers are provided with well-furnished working chamber and computer & internet facility for teaching. The college has a Wi-Fi campus.

Students are admitted on the basis of performance in the B.Ed. Entrance Test Conducted by the University. In test, students are tested on aptitude, general awareness of school education and environment, language and knowledge in method subjects. New curriculum for two year B.Ed. program to be started from the session 2015-17.

Admission is followed by 5-6 days orientation program. Students get familiarity with the faculty, curriculum, and working mode of the institution during the program. Faculty and the new students get opportunity to make formal and informal interaction with the faculty. Students profile and interests are also recorded.

As far as curriculum transaction is concerned, it is done according to annual plan and daily transaction plan checked out in advance and presented before the Academic Council of the university. Teachers often use ICT in teaching. Both general classrooms have interactive boards and facility for ppt. presentations. In these classrooms teachers generally do not use chalk boards. We have resource rooms for method subjects having reading resources on teaching methods and text books. For learning of pedagogy and teaching skills, intensive and elaborate workshops are conducted for nearly a month covering various aspects like- lesson planning, unit planning, teaching in simulation and feedback, identification of skills, micro teaching, achievement test and preparation of teaching-learning aids.

Govt. Middle and high School Visit and practice teaching are used to provide holistic understanding of school as a miniature society. Practice sessions are monitored by teacher educators from the college and guide teachers from the schools. The whole exercise is planned by students in consultation with the schools under the

guidance of their teachers. Efforts are taken to use ICT by students and teachers both. Teaching learning process is interactive.

Students of SC/ST categories get the scholarship under the norms of state Government. Concession in fee is also given to economically weaker students. College has also developed feedback mechanism for students and teachers both. On the basis of feedback, corrective steps and appropriate measures are taken. Faculty members provide guidance to the students for better adjustment and also in solving day to day problems. In recreational facilities, the college has provided indoor and outdoor games (Cricket, Football, Volleyball, Badminton etc.) with different cultural activities.

Apart from imparting instructions to the students, the institute also pays special attention to inculcate human values and grooming its students for a bright career. It continuously strive to develop the students realized their potential while acquiring professional knowledge.

A counseling cell has been created to conduct workshop on career counseling and personality development and communication skills for the students and to prepare them for job world.

The chairman of the trust is accessible, highly understanding, a great inspiration, motivator and guiding force. The Director and Principal of the institute give advice, direction and supports to the staff that are responsible for the proper working of the institute.

The key differentiator of this college is to force on overall development of the students, to equip them not only in academic contents but also make them good human beings, who would be pride of the nation and would make a mark wherever they go in their future so that they bring repute not only to themselves but also to their all matters.



FRONT OF THE COLLEGE

SECRETARY MESSAGE



SH. MAHENDRA PAL SINGH KUSHWAH (SECRETARY OF THE COLLEGE)

Over a short span of years, Shri Vaishnav Institute of Technology And Management has become one of the leading institutions of the region. Imparting high quality education, it offers professional qualification and a healthy learning environment to explore new heights, nurture creativity which can fulfill career goals. Shri Vaishnav Institute of Technology And Management with its motto to excel in everything which is fully geared to meet the varied needs of the society by constantly upgrading the curriculum, faculty and the infrastructure. This institution constantly metamorphoses the face of Teachers Education, thereby culminating into a confluence of tough knowledge and practice to facilitate the fullest development of the individual.

Shri Vaishnav Institute of Technology And Management places strong emphasis on the ability of our students to integrate knowledge across different disciplines, develop skills of adaptation and sensitivity to core human values. The Institute provides environment of high academic ambience to mould young minds and make them capable of welcoming the challenge of future with vigor. We firmly believe in Excellence and Discipline which is not only an act but also a habit.

(Mr. M.P.S.Kushwah)

INTRODUCTION TO THE PRINCIPAL & MESSAGE



**DR. YOJANA SHRIVASTAVA
(PRINCIPAL OF THE COLLEGE)**

Knowledge helps you to reach your destination, provided you to know what the destination is!

As Dronacharya said to Arjun you shoot the arrow straight and hit the eye of the bird and this is what the determination of Arjun was for destination, unless we focus, we can't achieve our goal. It is hard to focus and concentrate, but it is the skill that can be learned. You, students are always are Arjun and nothing impossible for you, but you have to be committed for your goal.

Dr. Yojana Shrivastava is the Principal of the institute with high experienced in academics. She has done M.A. in English and Education, M.Ed, M.Phil. In Education and Ph.D in Education from Baraktullah University (Bhopal). Dr. Shrivastava has also done PGDHE from IGNOU. Her passion for education shifted her to education life. Her dynamic leadership and easy approachability have created optimum satisfaction among all holders. She has written four books in education one for B.Ed., M.Ed. and M.Phil students. Her aim to provide facilities to youth power by providing the right skill-sets and environment to unleash their potential and become

self dependant, patriotic and contributes their right part for shinning India on its right growth path to become a global power.

Shri Vaishnav Institute of Technology And Management was established in 2004 by great visionary **Mr. Mahendra Pal Singh Kushwah** Secretary of the College to impart quality and value based teacher education. It is affiliated to **Jiwaji University, Gwalior** Recognition by NCTE. Our institution aims at empowering the student teachers with the professional and social competencies to compete with the challenging world. The synergetic efforts of management, teaching staff, non-teaching staff and students, who have been working as a team with an excellent cooperation and zeal, proved as a great boon for this institution to grow from stature to strength in the pursuit of knowledge and excellence.

This self-study report is a comprehensive status report of our institution, its achievements, strengths, weaknesses, opportunities and challenges. An attempt has been made to portray a comprehensive picture of the institutional activities organized to realize our mission and vision as per the NAAC guidelines. This report reflects the outcome of dedicated and collective efforts of every individual associated with this institution. It tries to bring together different stakeholders to make the process highly participatory and interactive. The staff members gave their best to scrutinize and compile the facts to make the SSR factual. The process of compiling this document enabled us to have a deeper insight into the nature and the process of the academic programs offered by our institution to meet the challenges of teacher education. This academic exercise has helped us in understanding and planning the institutional activities to march forward in order to reach our motto – ***Quest for Human Excellence***. We offer ourselves for quality inspection by NAAC to get accreditation status which will help us to serve the concerned stakeholders meaningfully. We are spruced for the NAAC visit and eagerly looking forward to it.

(Dr. Yojana Shrivastava)

Principal of the College



Motto
“Quest for human excellence”

Vision
Excellence in competencies and value based teacher education.

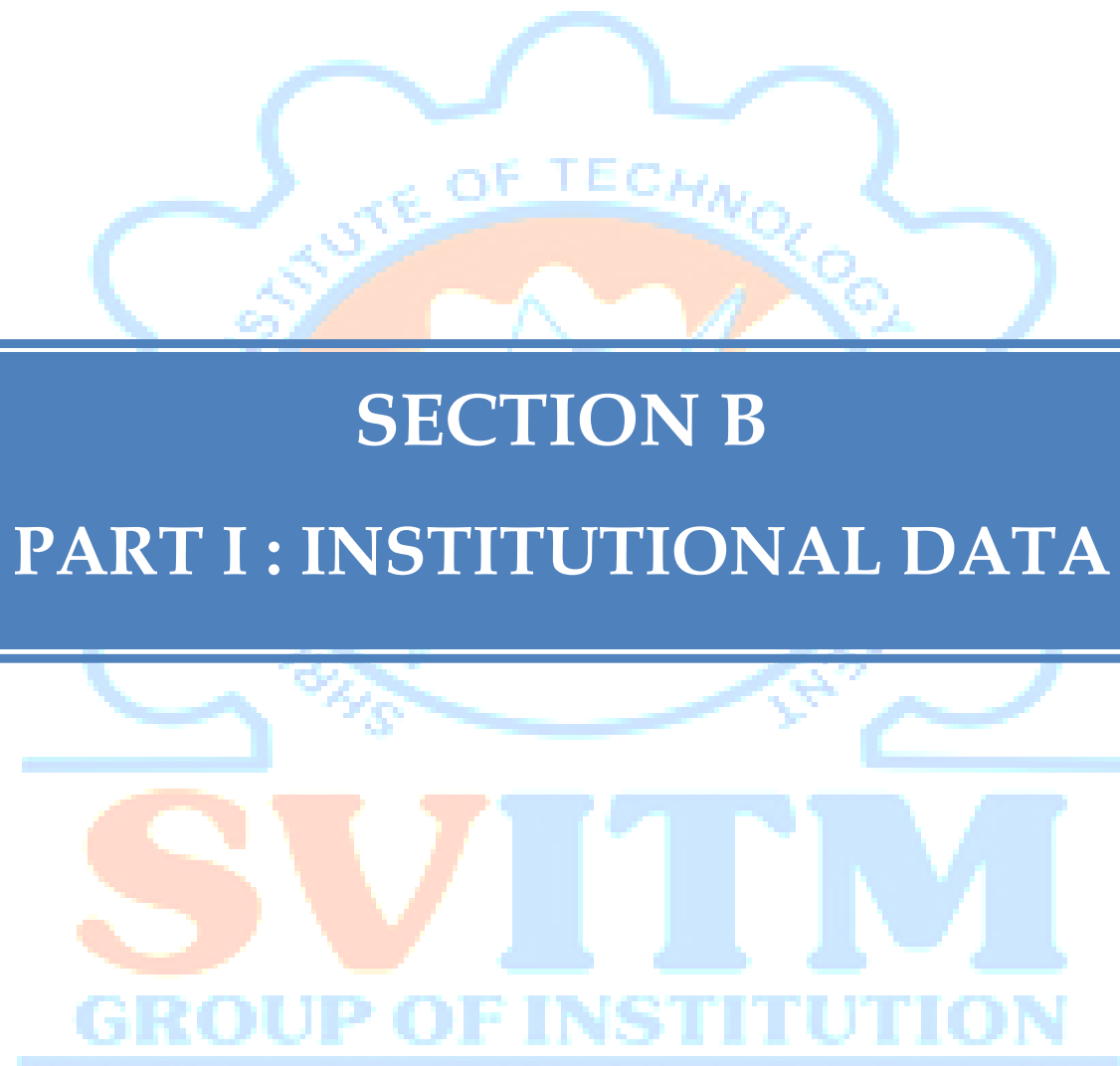
Mission
Our Mission is to provide sustainable qualitative value based teacher education to meet the needs of the stakeholders in the current challenging social and educational system.

Values

- Nurturing the humanistic competencies.
- Inculcation of value system.
- Seeking for excellence.
- Inculcating contemporary values.

Objectives

- To introduce the prospective teachers to the fundamentals of education through various papers, prescribed in B.Ed. course.
- To equip the student teachers to acquire competencies and skills required for effective teaching and become reflective practitioners.
- To acquaint the student teachers with information communication technology and its application in teaching and learning in 21st century.
- To draw out the innate talents of student teachers through various academic and other activities.
- To empower student teachers to develop rational thinking and scientific attitude.
- To sensitize the faculty members and student teachers towards the social realities, issues and challenges.
- To promote capabilities for inculcating and integrating value based education in schools.
- To encourage student teachers for community participation and social service through various community based activities.
- To provide placement services to the student teachers so as to help in their carrier development.
- To produce efficient teachers as human resource who can promote healthy citizenship contributing towards national development.



A. PROFILE OF THE INSTITUTION

Self-appraisal Report

1. Name and address of the institution:

Name	: SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT
Address	: PLOT/KHASRA NO. 313, AB ROAD BY PASS, VILLAGE- NIRAWALI P.O.: BARAUIA,
City	: GWALIOR
District :	: GWALIOR - 474006
State	: MADHYA PRADESH

2. Website URL: WWW.SVITM.ORG

3. For communication:

Office

Name	Telephone Number	E-Mail Address
Dr. Yojana Shrivastava (Principal) SVITM, Gwalior	09568307307	yojanashrivastava@gmail.com
Dr. Sanjay Kumar (Co-ordinator) SVITM, Gwalior	09012226444	Sanjaytundla5054@gmail.com

Residence

Name	Mobile Number
Head/Principal Dr. Yojana Shrivastava MIG- 323 Darpan Colony, Gwalior	09568307307

4. Location of the Institution:

Urban ☐ Semi-urban ☐ Rural ☒ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area:

4560 sq. mtr.

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
07	2004

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

Jiwaji University, Gwalior

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

Month & Year

MM	YYYY
Applied on dated 23-03-2016	

10. Type of Institution

- | | | |
|---------------|---|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input checked="" type="checkbox"/> |
| | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input type="checkbox"/> |
| | iii. Co-education | <input checked="" type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | v. Constituent College | <input type="checkbox"/> |
| | vi. Dept. of Education of Composite College | <input type="checkbox"/> |
| | vii. CTE | <input type="checkbox"/> |
| | Viii. Any other (specify and indicate) | <input type="checkbox"/> |

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 programs offered by the institution:

Sl. No.	Level	Program / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	UG(B.A./B.Sc. /B.Com.(Hons.)/equivalent	Degree	2 Years	Hindi / English
iv)	Post Graduate	M.Ed.	B.Ed.	Degree	2 Years	Hindi / English
v)	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Program	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. secondary	B.Ed.	WRC/APW00674/223205/2015/148687	Permanent	100
Post Graduate	M.Ed.	WRC/APW05303/225072/{M.P.}/2015/147721	Permanent	50
Other (specify)				

(Additional rows may be inserted as per requirement)

B. CRITERION-WISE INPUTS

- CRITERION I : Curricular Aspects
- CRITERION II : Teaching – Learning and Evaluation
- CRITERION III : Research, Consultancy and Extension
- CRITERION IV : Infrastructure and Learning Resource
- CRITERION V : Student Support and Progression
- CRITERION VI : Governance and Leadership
- CRITERION VII : Innovative Practices

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 program(s)?

If yes,

Yes	✓	No	
-----	---	----	--

a) How many programs?

02 (B.Ed. & M.Ed.)

b) Fee charged per program

As per University Rule.
Currently
(B.Ed.) Rs. 32000 per year
(M.Ed.) Rs. 30000 per year

3. Are there programs 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.

N.A.

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

D.Ed.

B.Ed.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programs offered in modular form

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

Number	N.A.
--------	------

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

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

Number	07
--------	----

8. Are there Programs with faculty exchange/visiting faculty

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

Number	03
--------	----

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

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

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

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

NO

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

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

Number	NA
--------	----

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

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

Number	NA
--------	----

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

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

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

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

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):

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted (2014-15)

Program	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	53	43	96	36	29	65	17	14	31
M.Ed. (Full Time)	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
M.Ed. (Part Time)									

4. Are there any overseas students?

If yes, how many?

Yes		No	✓
NA			

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

23,319.33

a) Unit cost excluding salary component

b) Unit cost including salary component

51,144.95

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

6. Highest and Lowest percentage of marks at the B.Ed. admission during the previous academic session

Programs	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	79.8	67.9	76.9	68.4
M.Ed. (Full Time)	NIL	NIL	NIL	NIL
M.Ed. (Part Time)				

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

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programs	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	180	40	04
M.Ed. (Full Time)	180	NIL	04
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

2	4
---	---

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

1	0
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

0	4
---	---

b) Total number of practice teaching days

2	0
---	---

c) Minimum number of practice teaching Lessons given by each student
(20 lesson x 2 Method)

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

No. 05

No. of Lessons Pre-practice teaching

No. 10

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

Programs	Internal	External
D.Ed.		
B.Ed.	20%	80%
M.Ed. (Full Time)	20%	80%
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	1
---	---

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) Projector	✓	

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

Yes	✓	No	
-----	---	----	--

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

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	06	40	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

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

NIL

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

- Teachers are given study leave ☒
- Teachers are provided with seed money ☐ X
- Adjustment in teaching schedule ☒
- Providing secretarial support and other facilities ☒
- Any other specify and indicate ☐ 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.

b. M. Phil.

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

Yes ☐ No ☒

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

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>		
National journals – referred papers	<input checked="" type="checkbox"/>		
Non referred papers	<input checked="" type="checkbox"/>		
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>		
Books	<input checked="" type="checkbox"/>		
Any other (specify and indicate)			

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

Yes ☒ No ☐

Number

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

	Faculty	Students
National seminars	<input type="text" value="66"/>	<input type="text" value="11"/>
International seminars	<input type="text" value="06"/>	<input type="text" value="00"/>
Work Shop	<input type="text" value="11"/>	<input type="text" value="02"/>
Any other academic forum		

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 programs in the institution?

Yes

☐

No

☒

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

Yes

☒

No

☐

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

YES

16. Does the institution provide consultancy services?

Yes

☒

No

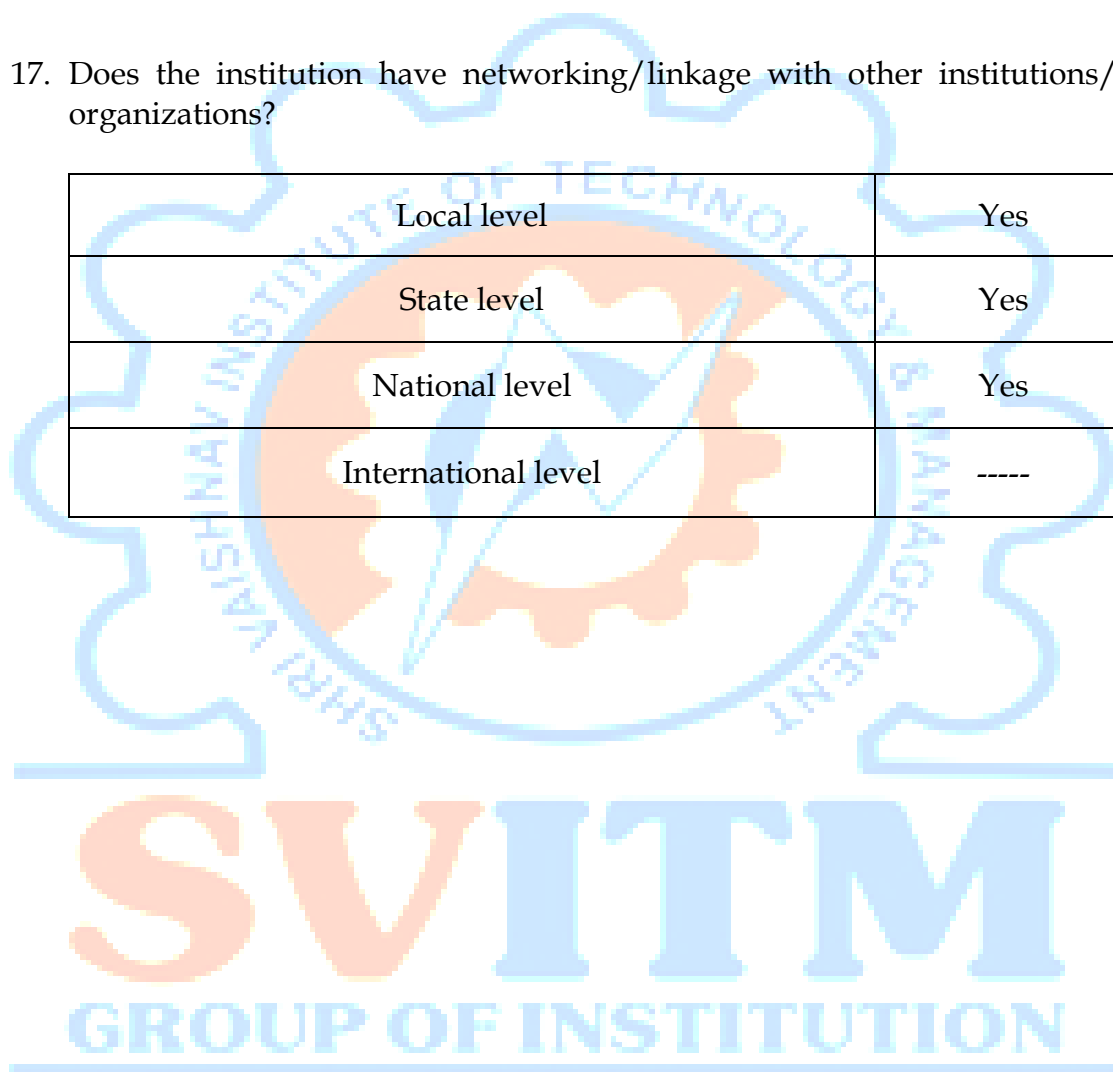
☐

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

NO

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

Local level	Yes
State level	Yes
National level	Yes
International level	----



Criterion IV: Infrastructure and Learning Resources

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

4560.00

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

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

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

25+7=32

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

35,000

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

36,835

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

12,462

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

80,200

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

Yes

✓

No

9. Total number of posts sanctioned

Teaching 15

Non-teaching 08

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
00	00	00	00
00	00	00	00

11. a. Number of regular and permanent teachers

Reserve(Gender-wise)

Open

Lecturers

Readers

Professors

M	F	M	F
03	04	04	04
M	F	M	F
M	F	M	F

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

Open Reserved

	M	F	M	F
Lecturers	00	00	00	00

	M	F	M	F
Readers				

	M	F	M	F
Professors				

c. Number of teachers from same state
Other states

07
08

12. Teacher student ratio (program-wise)

Program	Teacher student ratio
D.Ed.	
B.Ed.	1:15
M.Ed. (Full Time)	1:15
M.Ed. (Part Time)	

13. a. Non-teaching staff / Administrative

Permanent

M	F	M	F
02	0	01	01

Temporary

M	F	M	F
01	0	01	01

b. Technical Assistants

Permanent

M	F	M	F
01	0	0	0

Temporary

M	F	M	F
0	0	0	0

14. Ratio of Teaching – non-teaching staff

5:3

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

28.09%

16. Is there an advisory committee for the library?

Yes



No



17. Working hours of the Library

On working days

08 Hours

On holidays

Open, if required

During examinations

08 Hours

18. Does the library have an Open access facility

Yes ☒ No ☐

19. Total collection of the following in the library

a. Books

6638

- Textbooks

5217

- Reference books

1421

b. Magazines

07

e. Journals subscribed

12

- Indian journals

12

- Foreign journals

NIL

f. Peer reviewed journals

04

g. Back volumes of journals

106

h. E-information resource

- Online journals/e-journals	<input type="text" value="03"/>
- CDs/ DVDs	<input type="text" value="08"/>
- Databases	<input type="text" value="01"/>
- Video Cassettes	<input type="text" value="12"/>
- Audio Cassettes	<input type="text" value="10"/>
20. Mention the	
Total carpet area of the Library (in sq. mtr.)	<input type="text" value="98.42"/>
Seating capacity of the Reading room	<input type="text" value="60"/>
21. Status of automation of e-library	
Yet to intimate	<input type="checkbox"/>
Partially automated	<input type="checkbox"/>
Fully automated	<input checked="" type="checkbox"/>
22. Which of the following services/facilities are provided in the library?	
Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>

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

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day by faculty

15-20

Maximum numbers of day's books are permitted to be retained by students

07 Days

Maximum number of books permitted for issue

For students

04

For faculty

Access to request

Average number of users who visited/consulted per month

30-35

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

30:100

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

5%

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

	I 2012-13		II 2013-14		III 2014-15	
	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)
Text books	871	139370	291	29064	1939	180274
Other books (Ref. books)	437	73238	8	1538	-	-
Journals/ Periodicals	66	4722	60	2822	134	3398
Magazine	121	3443	196	4560	289	5643
Employment News	48	240	48	288	144	1056
News Paper	363	4200	363	4200	363	3420
<i>(Additional rows/columns may be inserted as per requirement)</i>						

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Criterion V: Student Support and Progression

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

Programs	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	Nil	Nil	Nil
M.Ed. (Full Time)	Nil	Nil	Nil
M.Ed. (Part Time)			

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

Yes	✓	No	
-----	---	----	--

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

15

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

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

		UG			PG			M. Phil		
	I	II	III	IV	I	II	III	I	II	III
	12-13	13-14	14-15	15-16	13-14	14-15	15-16			
Pass percentage	63.76 %	Z E R O S E S S I O N	97.91 %	Appearing	Nil	Nil	Nil	-	-	-
Number of first classes	69		94		Nil	Nil	Nil	-	-	-
Number of distinctions	18		22		Nil	Nil	Nil	-	-	-
Exemplary performances (Gold Medal and university ranks)					-	-	-	-	-	

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

	I	II	III
NET	01	-	Nil
SLET/SET			
Any other (Specify and indicate)	36	22	Nil

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

Financial Aid	I (2012-13)	II (2014-15)	III (2015-16)
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	04	04	04
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes	✓	No	
Non-teaching staff	Yes	✓	No

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

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

05

Women

X

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

Sports fields

Yes	✓	No	
-----	---	----	--

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes		No	X
-----	--	----	---

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		04	✓		02
Inter-university	✓		02	✓		03
National	✓		04	✓		02
Internal	✓		15	✓		11

(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)
University	04	Nil
State	01	Nil
Regional	02	Nil
National	02	Nil
International	Nil	Nil

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

2014

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year 1 (2012-13) (%)	Year 2 (2014-15) (%)	Year 3 (2015-16) (%)
Higher studies	49.48%	58.33%	
Employment (Total)	50.52%	41.67%	Appearing
Teaching	50.52%	41.67%	
Non teaching	Nil	Nil	

23. Is there a placement cell in the institution?

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

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

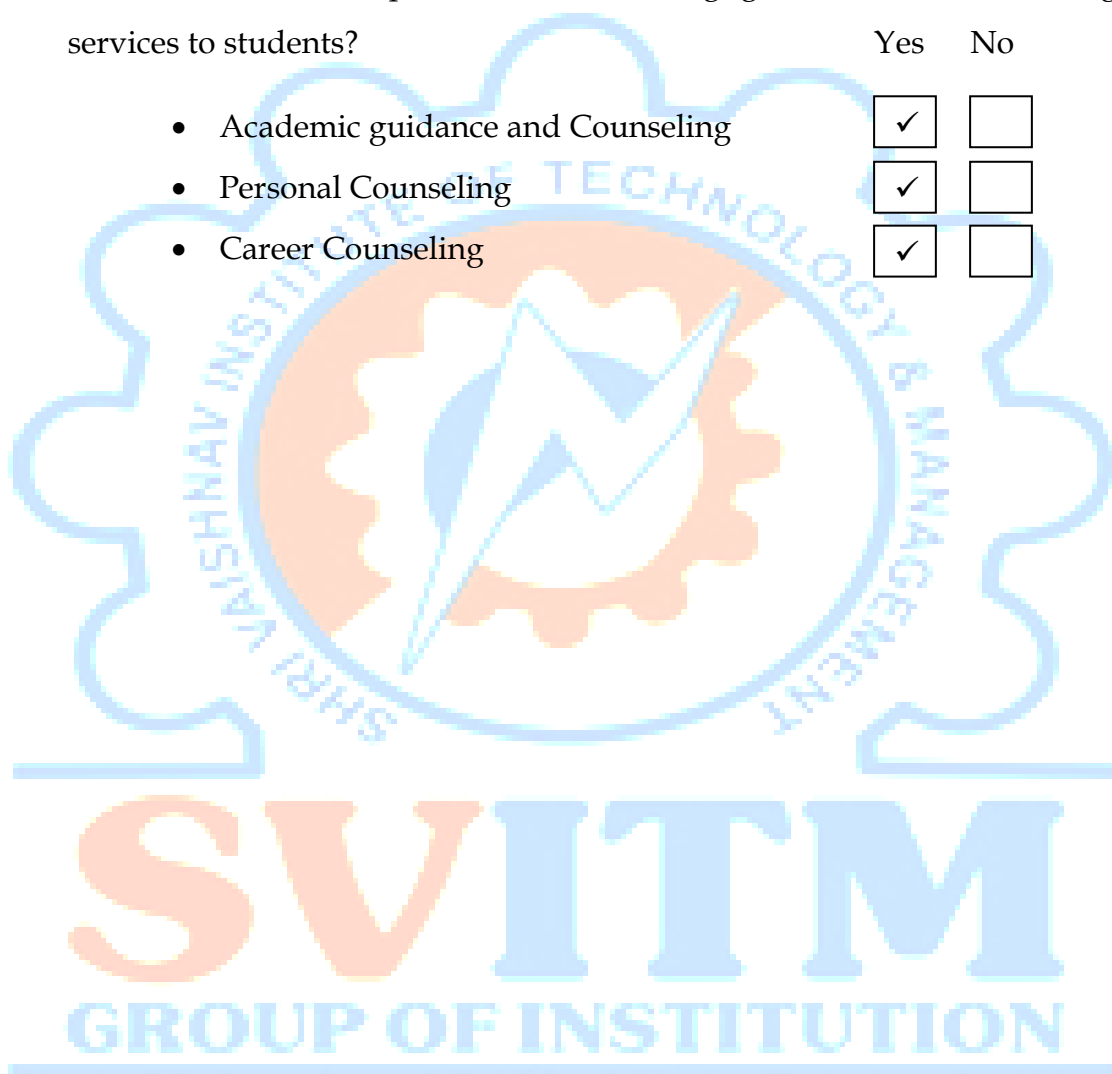
1	2	3
62	11	60

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

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



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	03
Staff council	03
IQAC/or any other similar body/committee	03
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	03

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

Loan facility

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

Medical assistance

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

Insurance

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

Provisionally Fund (P.F.)

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

Other Welfare Scheme

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

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

01	01	02
----	----	----

5. Furnish the following details for the past three year

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

03

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

National	01	01	03
----------	----	----	----

International	-	-	-
---------------	---	---	---

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

02	02	02
----	----	----

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

02	03	04
----	----	----

e. Research development programs attended by the faculty

01	02	03
----	----	----

f. Invited/endowment lectures at the institution

01	02	02
----	----	----

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

06 Hrs.

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

Grant-in-aid	<input type="checkbox"/>
Fees	<input checked="" type="checkbox"/>
Donation	<input type="checkbox"/>
Self-funded courses	<input type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

9. Expenditure statement (for last two years) Year 1 Year 2

Total sanctioned Budget	2012-13	2014-15
% spent on the salary of faculty	26.36%	28.09%
% spent on the salary of non-teaching employees	20.87%	26.30%
% spent on books and journals	2.03%	0.63%
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	-	-
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	8.70%	2.36%
% spent on maintenance of equipment, teaching aids, contingency etc.	5.89%	1.00%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	12.77%	16.60%
% spent on travel	-	-
Any other (specify and indicate)	23.38%	25.02%
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.
2011-12	<input type="text" value="NIL"/>	<input type="text" value="14567"/>
2012-13	<input type="text" value="NIL"/>	<input type="text" value="13853"/>
2014-15	<input type="text" value="NIL"/>	<input type="text" value="24915.34"/>

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 Counseling

Yes

☒

No

☐

Aptitude Testing

Yes

☒

No

☐

Examinations/Evaluation/
Assessment

Yes

☒

No

☐

Does the institution have an efficient internal coordinating 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 redress mechanism in vogue in the institution?

a) For teachers ☒
b) For students ☒
c) For non - teaching staff ☒

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

Yes ☐ No ☒

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

Yes ☒ No ☐

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

Yes ☒ No ☐

Criterion VII: Innovative Practices

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

	Category	Men	%	Women	%
A	SC	00	00%	00	00%
B	ST	00	00%	00	00%
C	OBC	01	11.11%	02	22.22
D	Physically challenged	00	00%	00	00%
E	General Category	01	11.11%	05	55.55%
F	Rural	02	22.22%	02	22.22%
G	Urban	00	00%	05	55.55%
H	Any other (specify)	00	00%	00	00%

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

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	-	-	-	-
B	ST	-	-	-	-
C	OBC	08	53.33%	05	62.5%
D	Women/Men	08/07	53.33/46.67%	04/04	50/50%
E	Physically challenged	-	-	-	-
F	General Category	07	46.67%	03	37.5%

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	50.3%	58.65%	60.3%	66.6%
ST	-	-	-	-
OBC	50.8%	60.20%	60.8%	70.20%
Physically challenged	-	-	-	-
General Category	60.8%	55.6%	66.78%	62.26%
Rural	51.2%	54.4%	59.5%	58.3%
Urban	63.5%	65%	68%	67%

The background of the page features a large, faint watermark of the SVITM Group of Institution logo. The logo consists of a gear-like shape at the top with the text 'INSTITUTE OF TECHNOLOGY' inside it. Below this is a stylized orange and white mountain range. A blue banner across the middle contains the text 'PART II: THE EVALUATIVE REPORT' in white. Below the banner, the text 'SVITM' is written in large, bold, blue letters, with 'SV' in orange. At the bottom, 'GROUP OF INSTITUTION' is written in blue. The entire logo is framed by a blue border.

PART II: THE EVALUATIVE REPORT

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

The Objectives and the major considerations addressed by our college.

Shri Vaishnav Institute of Technology and Management established on 2004. The objectives of our institutions are to –

- Imparting quality education to youth and inculcating high standards of moral values and discipline with knowledge, skill & expertise.
- Understand the concept, objective, nature and function of secondary education.
- Understand the various challenges related to imparting quality education at secondary stage.
- Understand the alternative schooling system and the importance of issues related to professional growth of teachers.
- Understand the meaning and scope of education in context of global progress, prosperity and peace.
- Understand the importance of students need, institutional planning, school record, supervision, school management and various academic and administrative issues.
- Develop skill to plan for quality teaching and acquire Feedback and midway appraisal techniques.
- Develop skills for group learning methods, through seminars, symposiums, workshops, games, brain storming and panel discussion etc
- Understanding of professional, ethical and aesthetic responsibilities.
- Understanding of written and verbal communication skills.

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

Our college is affiliated to Jiwaji University, Gwalior (M.P.) and has no autonomy to frame, finalize or revised the curriculum aspects for syllabus decided by the university. However at the time of revising, through its BOS

collect information and suggestions from the heads of the education college affiliated to it and our college contributes in the process significantly.

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

Through four compulsory, one elective and two method papers, we provide theoretical knowledge based on many global issues- sustainable development, global warming, biodiversity, globalization of education, empowerment of women, education of SAARC countries, new social movements etc. by organizing seminars, lectures & workshops. We provide our students learning experiences and sensitize them towards all the related global issues. Our students discuss local, national and global issues in regular weekly seminar. Various programs related to global trends are well planned & reported in the Annual Calendar.

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

Syllabus as provided by the Jiwaji University has an inclusion of ICT just for the sake of imparting elementary knowledge about computer to the students. To meet the global and technical demands, our college has facilitated its students with the use and working of computers by providing 2-3 periods/week in E.T. Lab. The other point modification in curriculum is taken into account as environmental issues and value education. The various steps taken to address the different issues are under:-

Environmental Awareness:

- Students are made aware by the college about the environmental pollution and problems caused by it, by showing CD's related to it.
- To provide practical exposure on optional paper of environment in B.Ed. students.
- A piece of land is allotted to students to develop garden of the college.
- World environmental day is celebrated every year on 5th June in the institution and in neighboring community by maintaining cleanliness by

plantation and by holding discussion on cleanliness habits, pollutions and other related issues.

- Aware about solid waste disposal , using bad habit of poly bags, air , water, land pollutions and their hazardous effects in future on human life.

Value Orientation:

- Students are oriented towards the inculcation of value through regular morning assembly by maintaining punctuality, delivering moral lesson on moral values and developing feeling of togetherness.
- Through its initiative in gender sensitization, community service and environmental care, the institution seeks to give value oriented education to its students by its work culture and different activities to inculcate the value among them through mutual understanding and cooperation.

ICT

- The institution has computer literacy program to encourage its students and faculty to pick up ICT skills.
- Faculty members are encouraged to use OHP along with different learning materials and LCD presentation for effective transaction of teaching learning process.
- OHP, LCD, Computers with internet browsing facility are readily available in the institution for peer presentation, seminar, guest lecture, workshop and different academic activities of the institution.
- Orientation of CAI (Computer Assisted Instruction), CBT (Computer Based Learning) and multimedia applications in teaching learning environment focused by the institution.
- Inter & Intra Students Associations (IISA) is made within the institution running master degree program through seminar, workshop, promoted by the institution.

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

The college has introduced the option of Education technology and computer application in B.Ed. play thrust on ICT in curriculum and its transaction. Free internet facility is provided to the students and to the staff.

Following elements of ICT have been included in the curriculum:-

- Preparation of lesson plan on power point.
- Firsthand experience of handling various ICT equipments.
- Preparation of self instructional materials.
- Preparation of slides and transparencies on power point.
- Making Bio-data (Resume) and time-table on MS-Word.
- Making a graph on any topic or data on Excel.

The faculty members are using ICT equipments i.e., Over Head Projector (OHP) and Slide Projector for curriculum transaction. The faculty members are instructed to teach in their respective classes by using transparencies and power point presentation. The B.Ed. students are convinced to use new technology.

1.2 Academic Flexibility

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

In our college the students are taught by using traditional as well as modern methods of teaching. After the completion of the unit or the topic, regular class test are conducted and students are invited for brain storming session. Class seminars are conducted to develop the reflective thinking among the students. They are encouraged to clarify their doubts.

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

For the pupil teacher there is enough scope for flexibility in transacting the curriculum. The students have to choose any two contents cum method course out of the groups approved by the university.

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

To develop the skills in the students the college has well developed language lab. The college has introduced communication skill classes and made it compulsory for all the students.

In the beginning of the session, every pupil teacher is given training on the use of ICT related equipments/technology. Students are motivated to use technology in teaching during the B.Ed. course. After this a workshop is organized on computer based project. In this workshop the following items are covered:-

- Fundamental/basic computer.
- MS-Office, MS-Power Point, MS-Word, MS-Excel, Net surfing and E-Mail.
- Preparing port folios in respective method course.
- Open discussion takes place with the teacher trainees on their experience during the workshop.

Before taking up the preparation of the lesson plans, teacher and trainees are divided into subject-wise groups. Then the students of each group have hands on experience in the use of technology in teaching in a variety of ways like demonstration, quiz interactive presentation, etc.. Teachers also use technology in their presentation in Seminars, Conferences, Extension lectures and developing multi-media material as well.

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

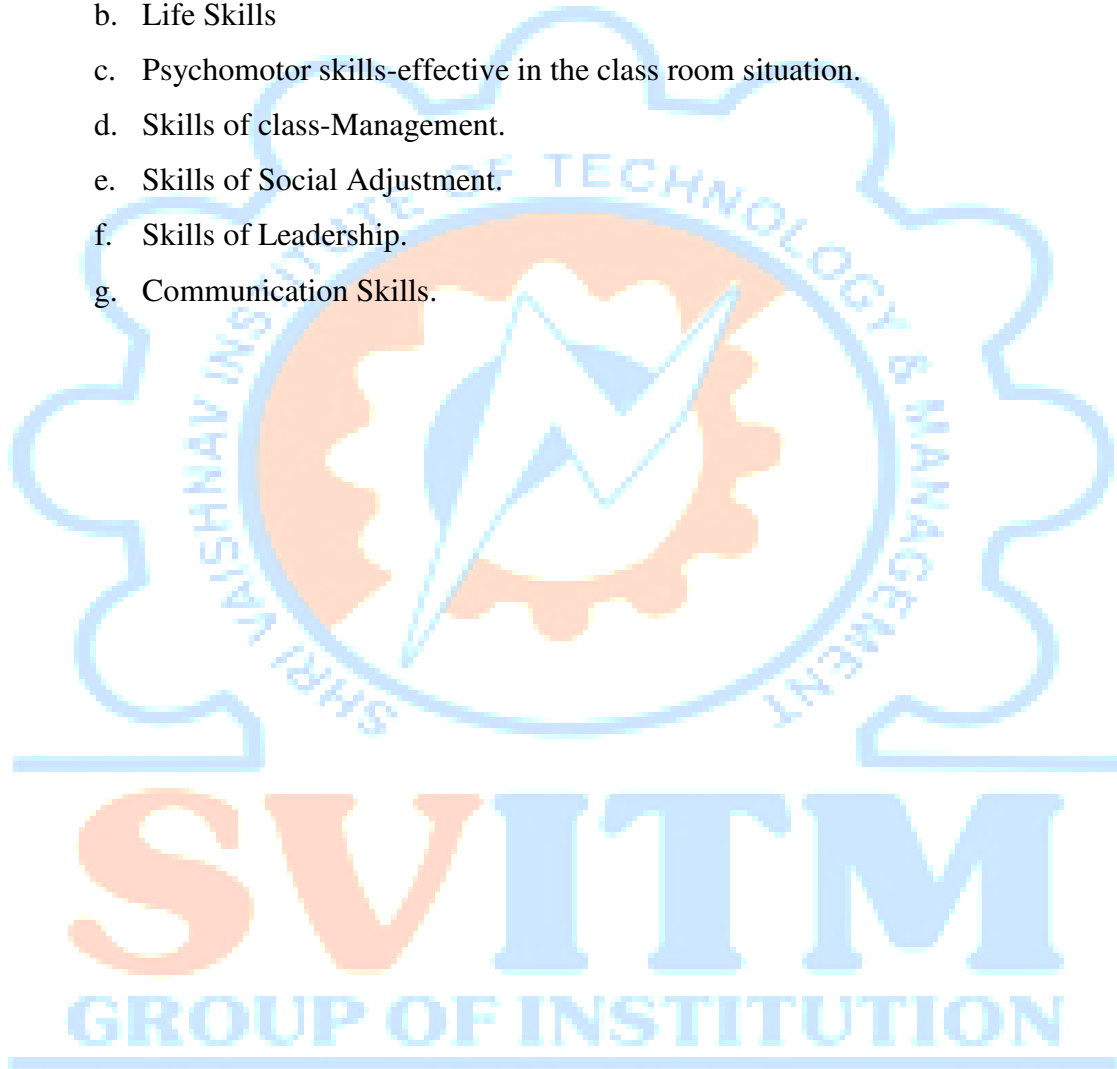
I. Interdisciplinary/Multidisciplinary:

- Interdisciplinary approach is a regular practice in transiting the curriculum in this college. The teaching of various subjects in the syllabus like education, philosophical and sociological bases, learner learning and cognition etc. Entail disciplinary approach where as in case of research mythically and about static multidisciplinary approach for curriculum transaction is used. Faculty members having different types of specialization use interdisciplinary/multidisciplinary approach in teaching.

II. Multi-skill development:

- The college produces highly skilled teachers and teacher educator. For their skill development, the college organizes workshop on micro-teaching (For teaching and development, chalk-board writing (for black board), preparing teaching aids (for mastery in teaching aid preparation)

- Preparations of power point presentations, pedagogical skill development are done to boost up in the confidence level.
- Ensuring the development of skills of Teaching like skills & introduction, explanation, questioning, Board work, Reinforcement and closure is highly emphasized by the institution. The other skill developed through the B.Ed. curriculum are :-
 - a. Computer Application
 - b. Life Skills
 - c. Psychomotor skills-effective in the class room situation.
 - d. Skills of class-Management.
 - e. Skills of Social Adjustment.
 - f. Skills of Leadership.
 - g. Communication Skills.



III. Inclusive education:

- The college also provides scope for inclusive education for different by able students. A resource room has been created in the college which have been equipped with

- 1) Wheel chair. 5) Water cooler.
- 2) Ten chairs. 6) Refrigerator.
- 3) One bed.
- 4) Books and magazine for disabled.

They are also encouraged to participate in curricular and extracurricular activities with normal students. So that they may join the main Stream of the college.

IV. Practice teaching:

The pupil teachers undergo practice teaching programs and teach 20 lessons in each teaching subject including two discussion lessons and 20 mega lessons and 10 observation lessons are also observed by the pupil teacher. The teacher in charge is assigned a school to observe the pupil teachers. They give feedback according to the observation which they feel on the spot at the time of teaching. Teacher in charge aware the students about they lacking and what is positive in their teaching. Apart of this every pupil teacher observes 10 observation lesson plans of their peer group at the time of teaching practice.

V. School experience/Internship:

During practice teaching session the students are attached with Practice Teaching School name – 1. They are trained in various teaching strategies from motivation to evaluation and consolidation. Teachers and trainees are involved in day to day working of the school as a whole. They are instructed to prepare the record like attendance, home work records, time table, report cards, school leaving certificate etc. Besides these they have to conduct morning assembly and organize co-curricular activities in the school. They have to present in the school from morning till the last period.

VI. Work experience/SUPN:

It is an essential component of B.Ed. course. It helps in Development of creative skills as well as sense of Appreciation towards nature and dignity of labor in it, the Following optional crafts are provided to the students, in which Pupil teachers are required to select any one of these crafts –

- | | |
|-----------------------------|-------------------------------|
| 1. Agriculture | 2. Gardening and Horticulture |
| 3. Tailoring and Embroidery | 4. Book Binding |
| 5. Drawing and Painting | 6. Music |
| 7. Dance | 8. Toy Making |

VII. Other Activities:

A Computer based project named ICT enable project is a compulsory practical work for all the students. They undergo rigorous training in their opted papers and produced good things from the available material in SSA. They plan to go out in village for their project work to impart education to all. As far as ICT project is concerned computer teacher enable the student to aware about MS-Window, MS-Office, MS-Power point, MS-Excel, making a small presentation, introduction to multimedia, and it's applications, access of internet, proper of internet, E-Mailing, file exchange discussions, line conference etc. It is also includes handling of available equipment. Our teacher education institution will make available positive equipment for the use of the pupil teacher.

- Over head projector.
- Slide projector.
- Epidiascope.
- T.V and Video cassette records etc.
- DVD Player.
- Transparencies, Brushes, colors etc.

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

1.3 Feedback on Curriculum

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

As the college strive for excellence. It tries to get the feedback from the stakeholders with reference to curriculum in the following.

- **FEEDBACK:** College provides the provision of getting feedback about the college, course and even about the teachers.
- **STUDENTS:** Through the assignment, class test, quizzes seminars GD'S, symposium etc.
- **ALUMNI:** Information feedback is obtained from the alumni when they are called or whenever they come to the college.
- **PARENT:** Parents are timely informed about progress, complaints of their wards.
- **EMPLOYERS:** Help in maintaining disciplined academic scheduled. Give guide lines regarding the maintenance of discipline and the academic schedule of the college followed by providing feedback for the same.
- **ACADEMIC PEERS:** Suggestions are taken in to consideration with a view to enhance the academic achievements in the college.

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

The college records, the feedback and suggestions given by its students and other alumni members for existing curriculum. Top review to feedback and suggestion on curriculum the college constituted a committee of 3 senior members headed by the principal of the college. The committee reviews the feedback and put suggestion to identify the area of improvement and implement than in future if required accordingly.

3. What are the contributions of the institution to curriculum development?

The college plays directly no role in curriculum design but suggestion collected and feedback taken from different stakeholders are updation of the exiting curriculum from time to time.

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction?

The college is affiliated to Jiwaji University, Gwalior and course curriculum designed by university.

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

Our institute is affiliated to Jiwaji University ,Gwalior and has to follow the curriculum prescribed by the university .

The college has no direct role in its revision and updation . Feedback obtained from teacher educators, pupil teaching staff, Alumni, faculty of practice teaching schools and guardians are sent to the university for modification.

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 Undertaken by the Institution during the last Seven years in curricular aspects

- Computer Education
- Socially Relevant Programs
- 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
- Remedial Classes
- Distribution of Study material to needy Students
- Environmental Education

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

It has been planned that college will create online community of existing and ex-students of the college so that they learn from each other's experiences and share their problems. The college has also planned to publish a research journal to provide a platform to teacher and teacher educator to share their researches with outer world.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

1. Give details of the admission processes and admission policy of the institution?

Admission in B.Ed. course is taken as per Madhya Pradesh Govt. rules & regulations and the norms set by NCTE. Authority for admission in B.Ed. Course in Madhya Pradesh lies with the Department of Higher Education, Bhopal, M.P. which calls the students for counseling process on the basis of their marks in the qualifying examination. The admission policies, eligibility, general conditions, fees structure and reservation policy etc are mentioned in the notification released by the Dept. of Higher Education. Rules and regulations of the concerning universities are strictly followed by all the teacher education institutions in the state. In order to participate in the counseling process, a candidate must have secured at least 50% marks in the qualifying examination while that is 45% marks for reserved category candidates. In such a way, the whole process of admission is transparent from the stage of notification till the actual admission is taken. All the rules, regulations, orders and decisions of all the regulatory authorities are followed in a good spirit. As far as equity issue is concerned, the college makes no discrimination among any of its students on the basis of caste, creed, religion, race, status or gender; thus, provides equal opportunity to all. Further, the college as well as the Govt. provides financial and other assistance to all the students so that they might have an easy access to quality education and no one is deprived of it.

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

For admission in B.Ed. Course, Department of Higher Education, Bhopal, MP gives common advertisement in the leading newspapers for admission in various B.Ed. Colleges of Madhya Pradesh. The notification provides details about the names, of the participating universities, list of affiliated colleges (Govt. and Self financing), no. of seats, category-wise reservation, eligibility, procedure and fee structure etc. All the required information is made available to the students through the handbook issued by the university. Qualifying students are called for counseling and are given admissions in colleges of their choices.

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

Since the whole process of admission, from the issuance of the notification till the admission confirms, is undertaken by the Department of Higher Education Bhopal, M.P. It is certain that the pre-determined admission criteria for equally applicable to all applicants without any discrimination. The college has no direct role in admission process.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution.

Following are the strategies adopted by the institute to retain the diverse student population admitted to the institution.

- Students of different cultural background study in the college. Students are given chance to lead the group for various activities, irrespective of castes and culture.
- Special lectures are arranged by inviting experts who have specialization in special education field to deal with physically challenged students.

- For different able students, there is a resource room. They are also encouraged to take part in the co-curricular and extracurricular activities so that they can join the main stream.
- Economically weaker students are given concession in the fee and transportation charges. The concession is given in view of diverse economic needs of the students and is without any bias of cultural, religious, gender, and linguistic background.

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

Yes, there is a provision for assessing students' knowledge, needs and skills before the commencement of teaching programs. These are:

- B.Ed. students offering Teaching of English are given a written test as well as oral test after the orientation program. Those who are found deficient in certain respects are given remedial classes to improve their English.
- The subject knowledge in their respective subject is assessed by the teaching faculty through personal interview; written and oral tests are organized in the class.

A talent search program is organized in the institution where the students have the freedom to show their skills in the various fields. It helps the teacher to assess the capacities and capabilities of the students.

2.2 Catering to Diverse Needs

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

An academic calendar is prepared by the institution before the beginning of the session for providing information to the faculty and students about the action plan for overall development of the students. The three days orientation program is carried to create an overall environment conducive

to learning. The orientation program helps the students to become familiar to the schedule of the course, the various curricular and co-curricular activities to be carried during the session, faculty of the institution etc. The friendly and co-operative attitude of the faculty towards the students helps them to develop the comfort level in the institution.

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, Multimedia Projector, Colour T.V. etc.) operated under the guidance of a trained member of faculty assisted by a Technician. Teacher trainees are given firsthand 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 are shared and duties are assigned. So they get firsthand 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.

- Communication skills, ICT Skills, Use of Internet browsing, Journal and Magazines.
- Life Skills, Health – Value – Environment Education Program.
- Community Orientation and Social Responsibility Programs.
- Consultancy and extension services programs are provided by the institution.

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

The curricular structure provides ample scope for the Theory, Teaching Practice, Internal Assessment, Field Trip, Camp Activities, Art and Work Experience, Educational Technology, Information and Communication Technology Education, Peer group observation and Community Work in the program.

Teachers provide / demonstrate models of teaching catering to diverse situations and category of students in real teaching situation. Model lessons are given by the all Subject teachers in their respective subjects. Pupil teachers are given training 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 seating 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:

The Staff Selection is made through a systematic selection process. An interview panel is constituted with governing body members who include prominent educationists. The panel meticulously interviews and selects efficient and promising candidates among the qualified applicants, If they are found to have ardent aptitude for teaching.

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.

Teachers are encouraged to attend at the cost of the management 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.

The management takes special care to ensure that the members of the staff make the best use of all the resources available like internet provisions , digital library , Computers ,LCD's , OHP's.

The college follows a procedure to evaluate pupil teacher's 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 student teachers are monitored.

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

There are certain well tried practices, which enable pupil teachers to imbibe new ways of thinking and adopt human values. Some of these practices are given below:

1. Holding daily morning assembly in which the whole faculty and pupil teachers get together. The following items are organized.
2. Teaching/thoughts of wisdom of eminent personality.
3. Recitation of devotional songs.
4. Presentation of self composed poems / articles on socio national theme.
5. National Anthem.
6. Organizing cultural program based on social and cultural values of the community.
7. Literacy Mission program is organized every year where the student's teacher teaches the poor and deprived students.
8. Mission against child labour in the community.

The teaching – learning process is strengthened through lectures, seminars, paper presentations, demonstration classes, micro – teaching classes, macro – teaching classes, fields trips, intensive lab work and project works. The use of audio – visual equipments and latest technological equipments substantially contribute towards this process. Speaking in English is encouraged. The students are advised to make the maximum use of library. The students are instructed to use the Internet facility available in the college for their Teaching – Learning purpose. Students are guided to make the necessary teaching learning materials like charts, flashcards, picture cards, OHP sheets, static models and dynamic models. A college newsletter to cater to the creative skills of students is also published.

2.3 Teaching-Learning Process

1. How does the institution engage students in “active learning”?

The institution has engaged students in active learning with the help of available resources i.e. library, internet facility in computer lab. The library is partially automated and has a very good collection of books, Reference books, Magazines, E- information resources – CDs, DVDs, Periodicals, Journals and Back Volumes.

All the students of the college are divided into various groups while organizing microteaching, real teaching, morning assembly groups, work experience and work education groups. It's 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 and practicum etc. Various workshops are conducted in the institution which emphasizes on the psychological principle —”Learning by Doing” and active learning takes place. Various workshops conducted in the institution in last three years are as under:-

- I. Workshop on Fine Arts (2011)
- II. Workshop on Candle Making (2012)
- III. Workshop on Educational Teaching (2014)
- IV. Workshop on Lesson-Planning (2014)
- V. Workshop on Micro-Teaching (2014)

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?

Teacher educators teach through student centered methods like discussion, assignments, project work, seminar etc.

- Students consult teachers for their personal, academic and vocational problem.
- Quiz, group discussion, debated and poetry competition are held from time to time during the year.
- Participatory learning activities such as public lectures by eminent persons with the support of the Principal.
- The students' learning is supplemented with discussion, seminar, assessments and workshop of short duration.

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.

Inductive-Deductive approach is used in generalizing the concept.

- Learning is done through observation if immediate and remote phenomena.
- Much of the instruction is based in Problem solving approach.

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

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

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

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

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

The practice teaching is carried out in both Government and Non-Government schools.

- During practice teaching each student participates in morning assembly of the school, organizes cultural activities.
- Each student delivers 20 lessons for one teaching subject.
- Two Discussion lessons for one teaching subject are delivered in addition to 40 lessons.

- Observation is done by the teacher educator for monitoring the performance of students.
- Each student teacher observes 20 lesson for two teaching subject of their peers and gives feedback.
- The school teachers also give feedback to the student teachers as and when they have vacant period.
- Students use teaching aids during their practice teaching.
- The facilities available in the schools are also utilized by the students during practice teaching.
- At the end of the teaching practice each student teacher prepares a report known as School Plan Report which contains record of morning assembly, daily attendance, school leaving certificate, time-table, co-curricular activities organized during teaching practice.

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

- Block teaching in schools is arranged by the institution.
- Schools are allotted keeping in mind the place of residence of the student teacher.
- Supervision and evaluation of practice teaching is done by the teacher educators of the institution.
- Teacher educators make efforts to understand and solve the difficulties faced by student teacher during practice teaching session.
- Suggestions in the form of observation

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 schoolteachers. Time table for practice teaching is constructed co-operatively by mentor teacher and school teacher according to the teaching subject of the students. 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 program. 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 aspect 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 school know the diverse needs of the students in the school.
7. Science students are made to teach by activity and demonstration method.
8. The student teachers are instructed to keep the classes in learner centered mode

9. To follow the school rules and norms
10. To keep the classes activity based.
11. Suggested to make learning a fun through active learning
12. These criteria are monitored when the Teacher – Educators visit the school for the inspection of the work done by the students – teachers.

10. What are the major initiatives for encouraging student 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. Pupil teachers are made to develop their own transparencies and power point Presentation during teaching. The students are encouraged to use OHP's , Transparencies, slides, Tape recorders, Video cassettes etc 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 in use of different psychological tests. He/ She 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.**

Yes, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers. In the first phase, microteaching and macro teaching is carried out with the help of mentor teacher. The second phase including real teaching is carried out mentor teacher as well as with school staff. During micro teaching session, the students are explained how to prepare micro lesson plans. During

microteaching session, the mentor teacher helps the students about the source (the text book prescribed by the state board for particular class) material to be referred for improving their teaching plans.

- During real teaching practice, the student teachers are sent to schools with their mentor teacher. The mentor teacher after conducting a meeting with the Principal of school and concerned subject teacher instructs the student teachers to prepare lesson plans. The student teachers are asked to keep in mind the locality, the age, mental level, interest, need etc. of the students while preparing the lesson plan. The suggestion given by the staff members, subject teachers and the Principal of school are given due importance for preparing teaching plans. Thus, the practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers and students teachers.

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

The ratio of student teachers to identified practice teaching schools varied from 14 to 15. While indentifying the school for practice teaching, following points are taken in to consideration:

- Availability of computer, OHP, Slide Projector etc. in school.
- Availability of English medium students.
- Availability of Music, Home Science, Sanskrit student in the school.

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

The feedback is provided to students throughout the session in the following ways:

- The College has mentoring system. The class coordinators give the assessment of students to the Principal in respect of their classroom performance. The Principal oversees the performance of the

students from time and takes appropriate measures for improvement.

- Group discussion seminars, project method, giving assignments, viva-voce in different subjects are some of the measures adopted to improve the performance of students.
- To inculcate values, the feedback is provided through house meeting, assembly and other functions being organized by the College.
- Regarding their theory papers, the feedback is provided through their answers scripts and by discussing the mistakes generally committed by them.
- During microteaching, rating scale is used to make student know which component of skill he/she has practiced or not.
- During mega teaching, the students are provided feedback by the teacher concerned as well by the peer group. Main observation points are recorded on the lesson plan notebook of student teacher.
- During real teaching practice, the student are given feedback by telling them orally as well as by writing main points in their lesson plan notebook.

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

- The institution ensures that the student teachers are updated in the knowledge on the policy directions and educational needs of the schools through seminars held by the institution from time to time.
- As the college is affiliated to Jiwaji University, Gwalior so the policies lay down by the university are taken in to consideration.
- Newspaper clippings of educational needs are displayed on the displayed board for the students.

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

The students and faculty keep pace with the recent development in the school subjects and teaching methodology through:

- Discussion in the class about the concerned subject.
- Going through the syllabus prescribed by state board/CBSE/ICSE during lesson plan preparation.
- Seminars and extension lectures delivered by the guest faculty.
- By organizing various literary functions on the topics related to the school curriculum.
- Through journals, news papers and various magazines in the library.
- Faculty keep abreast of recent developments in their subject by attending seminars, conferences, workshops, symposia and contributing articles to journals of national repute, maintaining contact with departments of affiliating university visiting institution of national repute.

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

The initiatives have been taken by the institute for ensuring personal and professional/career development of the teaching staff of the institution.

These are:

- Personality Development Program.
- Workshop on “Microteaching skills and teaching competency”.

Moreover, the faculty members are encouraged to participate in national and international seminars, conferences, writing articles for journals of national repute maintaining contacts with departments of affiliating University.

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

The teachers who excel in the field of teaching-learning process and using innovative ideas are provided appreciation certificate by the Principal and the Management.

2.5 Evaluation Process and Reforms

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

The barriers to student learning are identified at appropriate points of time. The barriers are identified through the students' feedback regarding various aspects of learning. For this purpose a suggestion box is provided in the College campus. The suggestion given by the students are given due importance and the same are communicated to the teachers in the staff meeting.

Various barriers are addressed in different manner. These are as follows.

For Conducive Environment:

- The students are provided Conducive environment both from physical as well as academic view point.
- By providing noise and pollution free campus.
- By ensuring the cleanliness of rooms and campus that makes the students mentally prepared to be present in College and take interest in studies.
- Teaching by discussion and exposition method. Topics are discussed in the class with active involvement of the students. Wherever the student is wrong, he is rectified in a gentle manner. Teachers are instructed not to pass students during the free period for discussion and clarifying their doubts.
- The students have a direct access to the Principal. The students having any problem can meet the Principal any time can put forth their problem. The problems are listened carefully. When the problem is not genuine or it is beyond the control of College, they are convinced and they leave the Principal office as satisfied persons.

For Infrastructure:

- The college possesses an imposing building and excellent infrastructure. It is not disturbed by the main road traffic.
- Every class room is well furnished and has ample source of light. The benches and desks are in required quantity. Therefore, every student has a comfortable seating arrangement.
- All class rooms are architecturally designed in such a way that the voice of teacher is clearly audible to all the students and the writing board is clearly visible from all angles. Even a teacher can have clear visibility of all students and can identify the non attentive students immediately.
- Seminar Hall is well equipped with chairs, lecture stand and other required equipments. It is ensured that all students pay attention and are actively involved.

For Access to Technology:

- The Computer Lab is well equipped and is spacious enough to accommodate a large number of students. The College offers Computer Education. Thus every care is taken to give chance to all students for hands on experience on computer desk. They are motivated to prepare lesson plans on computer.
- Educational Technology Lab is well equipped with latest gadgets like Television, Overhead Projector, CDs and AV cassettes. The students are given training of using the equipments in teaching learning process.
- Internet facility is available to work on-line. The students have an easy access to the vast world of knowledge and information.
- Seminar Hall is spacious enough to make students sit comfortably and prepare their charts, models etc.
- Library and reading room facility is available. The students and faculty have an easy access to journals, magazines in addition to books. This helps the students to broaden their horizon of cognitive abilities. Reading room facility motivates students to learn.

SPECIAL FEATURE: The Institute has its own reprographic system to facilitate research work.

Teacher's Qualification and Competence:

- Qualified and competent staff is the biggest asset of this institute. Every teacher is highly qualified and is engaged in one or other research work.
- The teachers do their best to become the role model of students. The teachers help in solving the problems of students and channelizing their energy towards perfection.
- The teachers take pains for preparing their lectures, completing the task assigned to them in a best possible way.
- Every teacher is serious towards performance of the duty assigned to him.

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

In the beginning of each session, the total contents of each paper are divided into three terms: September to December, January to March and April to June.

- In each term, certain numbers of units are covered. Each teacher educator conducts a unit test in his/her class in order to facilitate learning and to get the feedback from students about teaching and learning.
- In the middle of the session, house tests are conducted in which more than 65% of syllabus in each subject is covered for purpose of examination. It helps to ensure quality of teaching and understanding of student teachers. Wherever, there is a gap/shortcoming, timely remedial measures are adopted.
- The affiliating University has introduced the unit based curriculum. The candidates are required to answer questions from each unit. The candidates are free to apply for re-evaluation if they so desire.
- As the College is affiliated to Jiwaji University, Gwalior the educational and examination reforms done by University are taken care from time to time.

- The college prepares the students for University examinations, first of all by the completion of syllabi and then 7 days time is given for revision before they appear for University examination. Whenever there are internal exams, house test, the answer scripts are given to the students after evaluation.

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

The basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken.

- The marked answer sheets are given to the students to give them the opportunity to look into their performance.
- When the students have seen their performance, the subject teacher discusses about each and every question-attempt made by majority of the students and then tells the right way to answer those questions.
- Then the students are offered opportunity to discuss with the teacher at individual level.
- The students are given two assignments in each subject and then the performance of each student teacher is monitored
- The evaluation through annual examination is done by Jiwaji University. After the declaration of result by the University on its web site, Mark sheets are dispatched to the College concerned. The students collect their Mark sheets from the College.

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

ICT is used in assessment and evaluation process in the College in the following manner:

- The attendance, the marks obtained in the unit test and the house examination are fed to the computers for compiling and preparing reports and for sending the reports to their homes.

2.6 Best Practices in Teaching -Learning and Evaluation

Process detail on any significant innovations in teaching/ learning/evaluation introduced by the institution?

The institution has introduced following significant innovations in the field of teaching/learning and evaluation.

- College organizes various functions of cultural and literary interest for improving the personality development. Talent search program and Morning assembly are two such programs:
- During Talent search Program, various activities are organized by the institution. The participants are made to prepare for their best performances and all other students are motivated for their active participation in the different programs of the College.
- Morning Assembly is theme based. The institutional values are practiced during morning assembly. These values are:
 - Contributing to national development.
 - Quest for excellence.
 - Develop inner qualities like honesty, punctuality, co-operation and truthfulness.
 - Develop self-discipline.

Every activity revolves around these values. Thus emphasis is laid upon the fact that each aspect of personality of student gets developed.

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

The Institution reflects on the best practice in the delivery of instruction. Upto a great extent it involves the use of technology. These can be summarized as follows.

- Internet facility in the Computer Lab and Language Lab.
- Well equipped Technology Lab with advanced electronic gadgets
- Internet access to faculty to made available on the campus.
- Innovative teaching learning methods to teach variety of students and to meet their diverse needs.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The Institution constantly motivates its faculty to take up research in education from time to time. They are motivated to attend the seminars and workshop etc. Their teaching schedule is made/adjusted accordingly. Institution also holds seminars and workshops with facilities interaction with other experts and the students. Research ideas in normal teaching are the common practice in the college. Teachers are provided with various facilities like internet access, Typing Assistance, Research Journals at free of cost.

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

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

- Teaching of language.
- Use of technology in the field of education, use of computers, OHP projectors, slides, PowerPoint presentation etc.

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

Yes, the institute encourages action research with clear objectives in mind and achievable and outcome and impact.

OBJECTIVES OF ACTION RESEARCH

- To develop the research oriented activities among teachers and to help them solving day to day problems of classroom and also help them in developing the excellence in their working/communication skills.
- To bring excellence in teaching of school practice.
- To develop/scientific attitude/professional improvement among teachers trainees.

- To bring qualitative outcome of teaching learning process by adopting scientific method in class room activities and related evaluation.
- Teacher's trainers are made aware of action research, their concepts achievement, aims, areas and significance/outcome etc.
- Group discussions are organized to motivate teacher trainees on the research activities. It also enhances the problem solving abilities, efficiency in teaching.

Description:

Before going for teaching practice, the teacher trainees are provided with conceptual knowledge of action research which covers the following areas:-

- Concept of action research.
- Objectives of action research.
- Characteristics of good research worker.
- Areas of action research.
- Paradigm for action research project/steps of action research with examples.
- Significance of action research.

After this, open discussion takes place with the teacher trainees and they are motivated and inspired to conduct research on the problems with they actually will face in their regular class room teaching.

The Outcome and Impact

- Developed problem solving ability and scientific attitude among teacher trainees.
- Made the teacher trainee's research minded.
- Helped teacher trainees in improving the efficiency of their teaching.
- The quality of teaching-learning process was improved.
- Teacher trainees were able to solve the day to day problems of school teaching.

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

Name of faculty	Confer ence	Seminar	Workshop	Attend	Organized
Dr. Yojana Shrivastava (Principal)	11	26	12	✓	02
Dr. Sanjay Kumar (Lecturer)	17	44	21	✓	02
Dr. Indira Bhardwaj (Lecturer)	02	04	01	✓	X
Dr. Naveen Shrivastava (Lecturer)	09	14	08	✓	X
Mrs. Gareema Singh (Lecturer)	01	02	02	✓	X
Mr. Avadhesh Yadav (Lecturer)	04	08	06	✓	X
Dr. Nand Kishore Verma (lecturer)	04	12	07	✓	X
Mr. Jay Prakash Tiwari (Lecturer)	04	06	03	✓	X
TOTAL	52	116	60		

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 various instructional and other materials develop or used by the institution are as details below:-

- Self instructional material
- Print material such as:-
- Lesson plans (approx.1200).
- Charts (approx.400).

- Flash Cards (appox.200).
- Transparency (appox.500).
- Slides (appox.50).
- Non print material such as models (appox.200).
- PowerPoint presentation (appox.100).
- Questions Bank.

Audio cassettes and CD's on various topic of English & Hindi.

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

The various facilities available with the institution for developing instructional material are as follows:-

- The institution has a well equipped computer Lab with 25 Computers with free internet access and printers/Photocopier is available. All the computers are used for development of self instructional material PowerPoint presentation and computer assisted learning material.
- A fully equipped language lab and work experience lab is also available in the college.
- A Psycho lab with all Psycho tests is available.
 - In ET lab, including OHP and slide projector are also available in the institution.
- A seminar hall is also there with 200 chairs.
- A resource room for handicapped children is also available
- Free internet service facility for student during all working days.

Well equipped library with following facilities:-

- Test books and reference books.
- Journals.
- Periodicals, Magazines and Newspapers.
- Computers.
- Audio-video cassettes.
- Internet.
- Wi-Fi
- Resource Material
- Photo copier

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

Yes, the institution has developed following ICT/technology related instructional materials:

- Lesson plan CD's
- Subject related CD's
- PowerPoint presentation.
- Audio Cassettes and CD's on various topics of English and Hindi.

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 institution organized training program on instructional material development for the pupil teacher in which they were trained the faculty member to prepare various teaching aids such as chart, transparencies and modes etc.

The institution organized training program on the following:-

- Faculty Development Program.
- Interior decoration.
- Teaching Model.
- Yoga.
- Community outreach.
- A college level seminar on “Educate the Educator” was held on December 2014.
- A college level seminar on “Teacher education in India contemporary scenario” was held on Nov. 2015.
- Total 228 Numbers of Seminars Conference & Workshops have been attended by the staff during last five years.

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

Name of faculty member	Journals (Research Paper Published)	
	National Level	International Level
Dr. Yojana Shrivastava (Principal)	12	04
Dr. Sanjay Kumar	18	08
Dr. Naveen Shrivastava	06	04
Mr. Avadhesh Yadav	06	01

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

Name of faculty member	Status	Year
Dr. Yojana Shrivastava (Principal)	Awarded PGDHE Education by IGNOU, Delhi	2011
	Awarded Ph.D Education, Bhopal University, Bhopal	2013
Dr. Sanjay Kumar (Lecturer)	Awarded M.Phil Education by CCS University, Meerut, U.P.	2008
	Awarded Best Research Paper Publications CTE, U.P.	2009
	Awarded Ph.D Education by Dr. B.R.A. Univ. Agra	2012
Dr. Naveen Shrivastava (Lecturer)	Awarded Ph.D Psychology by Agra University, Agra	1998

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

The institution extends its expertise for consultancy services to educational institutions and organizations in the following manner:-

- The institutions hold Conferences on professional technical skill in teaching, microteaching, guidance and counseling.
- Institution deputed the faculty to hold consultation sessions with head/manager of local schools for improving school education.
- Institution organizes a program to train the pupil teacher for the use of new technology at the time of teaching practice.

- Institution encourages the Pupil teacher's to use power point presentation/use of Laptops as teaching aids.

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

Yes, the faculty members of the institute are competent to undertake consultancy. Their areas of competency are education and the subject of their post graduation. They provide Consultancy to students of B.Ed.

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

Consultancy is given at free of cost/or voluntary for the near village school, Practice Teaching School.

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

N.A.

3.4 Extension Activities

1. How has the local community benefited from the institution?

The community by and large recognizes the extension activities of the institution it improves the local linkages and gives awareness to the community on basis issues and organized various extension activities, outreach program etc.

For the benefits of local community with the help of NGO'S the institution involve the students in it and teach the children of labor class.

They help to teach them for creating resources for earning:-

Our pupil teacher trains them about the following:-

- How to make newspaper envelopes.
- Best out of waste.

The pupil teacher was taken into villages and they help to aware the village people about the cleanliness of themselves and about their surrounding.

Pupil teacher emphasized upon the need of education in today's world and motivated them to learn and educate their family.

The pupil teachers are encouraged to plantation of the trees and take care of them. Importance of tree plantation is told to the students, Van Mahotsava have been organised in the college from time to time.

Various projects works or rallies are organized by the pupil teachers on the following topics:-

- Tree plantation.
- Save girl child.
- S.S.A.
- Literacy Camp.
- Pulse polio Abhiyan.
- Environmental Awareness Program.
- Dowry.
- Other social issues.

OUT REACH PROGRAM:

The pupil teacher and members of the faculty are carrying out Reach program in the following manners:-

- Providing counseling, training, feedback, to the Student teacher.
- Providing placements at the end of the session.
- Extending help to the teachers of adopted school with regard to updating their teaching competencies in different schools.
- Distributing audio-visual aid to neighboring schools where our pupil teachers go for training also.

2. How has the institution benefited from the community?

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

Institution School Networking:

Institution sends the pupil teacher in 10 different neighboring schools at the time of teaching practice. All teacher trainees interact well with the school. Besides class room teaching each pupil teacher is supposed to take part in the morning assembly of the school. Organize certain activities like writing, moral thought of the day on thought display board, writing update news on bulletin board daily, aware students

about the day to day festivals and their importance in our life. Thus the pupil teachers interact with school/community to study their emerging needs and provide appropriate solutions to their problem.

Institution – Community Networking:

- As the pupil teacher interact with the student after being given training, they perform well in teaching and thus help them in their placement. However, it can be said that boarding prospective regarding their placement. Moreover, broader prospective regarding teaching develops during community interaction. The pupil teacher learns to tackle the students according to their need and psychology. When pupil teacher deals with the community, variety of students interacts with them and thus their communication skills are improved. The pupil teachers are taken to various areas and are given chances to interact with various communities. Students come to know, how illiteracy affecting them? Institution organize various programs such as plantation of trees, save girl child, educate girl child will help them to aware about its importance and moral values in our life. As far as, one of our project works is also very helpful for the pupil teacher to interact with the nearby community.
- On the other hand time to time heads and staff of the schools are invited in the institution to give their views about improvement in curriculum and other school activities.
- Our pupil teacher with faculty members, after teaching practice, organizes a get together with all schools/staff/party/vote of thanks with school authorities. Principal of our college makes it a point to attend the party and expresses gratitude to the school head as well as staff members.

The views regarding the improvement in organization of teaching practice discipline among school students, preparation and utilization of teaching aids by school teachers are exchanged with the pupil teachers.

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

The future plans and major activities that will be taken up are as follows:-

- To broaden the scope of educating downtrodden people of nearby community/areas.
- Increasing the scope of community service programs.
- Adult education program.
- Provision of support to differently abled person's sports like (Carom Board, Chess, Ludo, Craft etc).
- Will organize "Nukkad Natak" on one of the evils of our society "Dahej Pratha" to show the social evils related to education and to make people aware of them.

Extension activities will be conducted on the following topics:-

- Tree plantation.
- Educate the girl child.
- A ware the people about using covered loo's its importance.
- Organizing of workshop to develop communication skills in teachers and personality development

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 completed following projects related to community development:-

- Socio economic educational survey.
- Women empowerment.
- Pulse polio drive.
- Cancer Survey, Anti Tobacco Drives.
- Diabetes's.
- Awareness on Save Environmental through tree plantation.
- Hypertension.
- Tuberculosis.
- To give respect to women

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

In a professional institution, especially social work e.g. Pulse Polio Abhiyan, Aware the students of related schools of teaching practice about pollution in the surrounding. Cleanliness of yourself and our institution has adopted a number of practices through which a sense of social and civic responsibility is inculcated. They are stated below:

- While holding program like house meeting and morning assembly, different responsibility are assigned to the student teachers. They get opportunity to organize program indirectly under the guidance and supervision of house in charge.
- The student teachers share different responsibilities in teaching preparing teaching aids, drawing painting, card making, rangoli making, diya making competitions etc.
- During the week members of house on duty perform various duties like writing news and thought of the day, observing discipline in the library, controlling and regulating the visitors.
- In previous years, student teachers are involved in plantation of tree and decorative plants in the post and in this session pupil teacher are also involved in plantation of trees.
- Various extension activities such as Adult Education, Environmental Awareness, Social work, AIDS awareness etc. are organized to inculcate social concern in the minds of the student teachers.

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.**

Following is the list of national level organization with which the institution has established linkages:-

Go's

N.G.O's

The details of benefits which resulted out of above linkages are as under:-

These types of linkages are obviously helpful for the benefit of the activities organized by the motivates their pupil teachers to attend different activities organized by the GO's and N.G.O's, They participate in Social service, work with N.G.O. which is also create social and civilized qualities in our pupil teachers. Overall such type of linkages also help in inculcate developed curriculum in the institution and linkage with N.G.O's and government agencies help in arranging faculty exchange and academic development through teaching. These types of linkage help in gaining experience, institution and feedback regarding various teaching skills also. The students get training with modern equipments and ICT enabled hardware/software such students are able to complete at National level for getting jobs. Such type of linkages also promotes research activities in the institution and promotes students for Social Welfare Programs. These linkages also help to develop National and International competency and expertise in our students and members of the faculty. The linkage with National organization encourages extension activates such as Seminars, Rallies, Social service etc. The Student also gets trained with hands on experience in relevant schools during their practice teaching. The institution has established a placement cell for promotion of linkage with the institution and the schools in order to fulfill the needs of the schools and better placement of our students.

- 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.**

N.A.

- 3. How did the linkages if any contribute to the following?**
- Curriculum Development
 - Teaching
 - Training
 - Practice Teaching
 - Research
 - Consultancy

- **Extension**
- **Publication**
- **Curriculum Development**

N.A.

- **Teaching**

- Courses taught through classroom lectures are punctuated by group discussion and method subject wise seminar lectures by students.
- To supplement book references, students are advised to visit relevant websites.
- Debate competitions are conducted on topics related to the subject taught in their classes as well as on current affairs.

- **Training**

- All trainees belonging to different method subject are activated to participate in the annual exhibition (attended by the local community also) that allows students to have a platform to demonstrate their chosen projects to the visitors. This also provides them with a chance to acquiring in depth knowledge on subject outside the immediate scope of their syllabus.
- Trainees also actively participate in making different teaching aids sum of which are used by them during practice teaching in different school.

- **Practice Teaching**

- Micro teaching skills are demonstrated to trainees before they go for macro teaching practice in the schools allotted to them by the section.
- During practice teaching, our trainees are made to receive direct feedback formally from the headmaster and other teachers of that respective school and peer student teachers. This is a new development in the last five years resulting from different linkage.

- **Research**

N.A.

- **Consultancy**

Our B.Ed. course proved consultancy service to may in-service teachers coming from different districts by means of organizing programs for

orientation, training, continuous up gradation of knowledge, competence, pedagogical analysis, simulation teaching etc.

➤ **Extension**

N.A

➤ **Publication**

- The annual magazine ‘VAISHNAV’ is published regularly by our college
- Our college is going to Apply ‘National Research Journal of Education’ within a month.

4. What are the linkages of the institution with the school sector?

The schools of the neighborhood particularly those schools which are engaged for practice teaching are our close partners for mutual growth and development. For example.

- The schools are important platforms for providing adequate exposure to our trainees in real life classroom situation.
- In response the teachers of those schools are cordially invited to almost all the training programs-cum-workshops organized by our college and this practice proves to be beneficial for the concerned teachers.
- Furthermore, every year after the practice teaching is over the trainees voluntarily donate the various innovative teaching aids designs by them as a mark of goodwill.
- In addition our institution maintains a very good relationship with the school of neighboring districts.
- Our institution provide the space and our faculty as well as office staff and of course our Principal take sole responsibility to conduct the Bridge Course (ODL mode) for Primary teachers and B.Ed. course (ODL mode) for the training of the teachers of the said sectors.

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

Yes, the member of faculty are actively engaged in schools and with teachers and other school personal to design, evaluate and deliver practice teaching. The principal of the institution appoints teacher educators in different

schools during practice teaching session. All the concerned faculty members discuss and plan out whole practice teaching schedule with the head of the school. They actively collaborate with teachers and other school personal to design the time-table of the student teachers evaluation of student teacher organizing certain activities in the school etc. Moreover, the faculty members interact with school to study their emerging needs and provide appropriate solutions to their problem.

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

The institution has a large number of linkages of research and extension activities. Such linkage helps in training the faculty in the field of Research and Extension Programs in service of society. Such activities also provide value addition to the academic programs of the institution. As far as collaboration with schools is concerned, the institution always be in links with the schools. Our students go for teaching practice and keep in touch with school. Schools teachers always gives guideline to improve the syllabus etc. and the seminars held in our college and other colleges, conferences and work, shops are the part of linkages with other colleges and the university authorities attend the Seminar and conference and Workshop. The university authority will also interact with the colleges at the time of external practical work and the institution provide consultancy service to other institution/schools with regard to selection of teacher/staff and organizing special lecture series in collaboration with experts from schools and other college or university faculty to improve the quality of research in teacher education.

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?

For Research Service:

To enhance the quality of Research, Consultancy and Extension activities the institution has adopted following measures:-

- For Research Activities members of the faculty are encouraged to undertake individual research projects.
- Institution encouraged the faculty members to increase their qualifications, Staff guides, the pupil teachers to conduct action research in school setting during practice teaching.

For Consultancy Service:

- Regular Meeting with the Heads/Manager of local schools for improving school education. Conduction guidance and counselling session in local schools. Deputing the faculty to act as resource persons in orientation programs for teachers and heads of the schools and colleges.

For Extension Activities:

- Extension activities are an integral part of teaching programs in the institution.
- Members of the faculty are encouraged to participate in extension activities.

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

To promote research in the field of education and to extend this service to stakeholders including research workers, teachers, teacher educators and educational administrators, the process to establish a centre for innovation and Research (CIR).

Consultancy:

The institution has established linkage with schools for research, training, campus, placement and consultancy.

Extension:

Extension programs like tree plantation, aware the villagers about save the girl child, rallies on educate the girl child. Involvement with NGO's and Go's to help the labor class children, Adult education etc. The various extension programs are planned and executed by the institution in collaboration with National and local organizations such as Trust and Society.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes, the institution has the physical infrastructure as per NCTE norms.

The details are as follows:-

The institution possesses 59000 sq. ft. out of which built up area is **4560 sq. mtr.** Institution possesses the following facilities:-

- Well furnished class rooms.
- Multipurpose Hall.
- Seminar Room.
- Library-cum-Reading Room.
- ICT Resource Lab.
- Psychology Resource room.
- Art and Craft Resource Centre/Work Experience Room.
- Health and Physical Education Resource Centre/Sports Room.
- Science and Mathematics Resource Room.
- Principal Office.
- Staff Room.
- Administrative Office.
- Visitors Room.
- Girl Common Room.
- Boys Common Room.
- Canteen.
- Separate Toilets facility for Boys and Girls.
- Parking Space.
- Tutorial Room.
- Secretary Room.
- Language Lab.
- Store rooms.
- College Garden.

- Music Room.
- Meeting Room.
- IQAC Room
- First aid center.
- Multipurpose Play field.
- Open Space for Additional Accommodation.
- The institution has a playground for outdoor games, Sports room for indoor games.
- The safe guard against fire hazard has been provided in all parts of the building.
- Filter Water Facility (RO system).

The Master Plan of the building has been enclosed.

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

While planning to open the B.Ed. course College, the visionary founder of the College clearly kept in its mind that they increase the number of seats of B.Ed. A big infrastructure is required. The norms of NCTE were looked into and infrastructure was built so as to ultimately make this college a comprehensive College of Education having B.Ed. The institution already possesses 4560 sq. mtr. of built up area and the infrastructure to meet with the future requirements.

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

The infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports are as follows:

- Institution has a Seminar hall as well as a Conference Hall with modern amenities for holding a variety of programs.
- Playground for outdoor sports like Cricket, Badminton, Basketball, Athletics, Volleyball, Football etc is there.
- Sufficient sports material and kits are available.
- Institution has adequate facilities for indoor games like Chess, Carom Board, Table Tennis, different Labs for work-experience (Computer lab for Computer Application, work Experience Room, for Preparing

Teaching Aids and clay Modelling painting, space for gardening etc.) are available in the institution.

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

The college allows and invites other academic institutions and external agencies (SCERT) to conduct their programs in the premises of college and to use its physical infrastructural facilities. External agencies (SCERT) utilize our infrastructure for conducting examination, Evaluation Center, Seminars, Cultural functions. Etc. some of external institutions are :-

- Alumni Association of this college (for coordination the activities of the Alumni Association)
- A part from it various neighboring govt. As well as N.G.Os use our space for conducting various programs.

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

The facilities available with the institution to ensure health and hygiene of the staff and students are as follows.

- Washroom facilities separate for men, women, faculty, administration, principal room.
- Free Medical check-up camps are arranged in the College from time to time.
- Separate Common Rooms for boys and girls.
- Facility of Canteen for both the staff and the students.
- Medical Room and Resource Room for handicapped.
- Water purifier is already installed for safe drinking water.

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

Yes, the institutions has Hostel faculty only for girls students.

Total No. of Rooms - 5

4.2 Maintenance of Infrastructure

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

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle

Session	Budget	Expenditure
2012-13	Rs. 5,080,000.00	Rs. 5,093,853.00
2014-15	Rs. 4,885,000.00	Rs. 4,909,915.34
Total	Rs. 9,965,000.00	Rs. 10,003,768.34

Total Budget Allocated Rs. 4,885,000.00

Total Budget Utilized Rs. 4,909,915.34

Unspent - NIL

Loss - 24915.34 Rs

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

The institution runs from 10 am to 4 pm involving all the pupil teachers and teacher educators in a variety of programs and thus utilizing its infrastructure and its fullest extent.

- In certain programs, the specified rooms are utilized for more than one activity for instance.
- Work experience room for interior decoration, recycling of waste paper, Drawing and painting.
- ICT lab for handling of available equipments like OHP. Slide projector, DVD player. TV and for yoga also.
- Seminar hall is used for different functions of the institution. Seminar and for workshops etc.

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

For keeping the institution neat, clean and pollution free, following measures have been taken.

- The institution conducts a plantation program on year to year basis in its efforts to beautify the campus. The students and staff make their sincere efforts to maintain their beauty.
- The faculty members and students both are given duties to take care of the cleanliness of the institution.
- To inculcate the sense of cleanliness, dustbins are placed at different points for use.
- Environmental day is celebrated in the institution where experts are invited to deliver lecture on the issues related to environment. Various competitions (Slogan Writing, Chart Making) are organized on this day to make the students aware of the environmental problems.
- Organize rallies on tree plantation in nearby villages to aware them about pollution free environment.
- There is one paper in the curriculum named as “Environmental Education’ in which the students are taught about the need, importance and issues related to the environment.

4.3 Library as a Learning Resource

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

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

The Details of Staff members are follows:-

Sl. No.	Name of Staff	Qualification	Designation
1.	Mr. Pradeep Kr. Sharma	M.Lib.	Librarian
2.	Mr. Pradeep Tomar	M.Lib.	Asst. Lib.

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.).

Library at a Glance

Land area of Library cum Reading Room – sq.ft.

Sl. No.	Particulars	Quantity
1	Library Cum Reading Room with seating capacity for student	60
2	Lecturer seating capacity	10
3	Total Titles of Books/Reference etc.	1432
4	Total Text Books/Books	6638
5	Total Reference Book	1421
6	Total Books meant for issued to the student	5217
7	Total No. of Educational Encyclopedia	04
8	Total Year Book	04
9	News paper	04
10	CD Rom	08
11	Employment News type	02
12	Online resources (PDF)	03
13	Journal	12
14	Photo Copy Machine	01
15	Computer	02
16	PS-System	02
17	CCTV Camera	02
18	Scanner cum Printer	01
19	Telephone	01
20	Total Magazine	07
21	National Journal	07
22	International Journal	01

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

Yes, the institution has in placed a mechanism to systematically review the various library committee resources for adequate access, relevance etc. and to make acquisition decisions.

The composition of the library committee is as follows:

- Dr. Yojana Shrivastava (Principal)
- Mr. Pradeep Kr Sharma (Librarian)
- Mr. Pradeep Tomar (Asst. Librarian))
- Mr. Bijendra Singh Chauhan (Office)

- Bhupendra Singh (Student)
- Uma Kushwah (Student)

The functions of the committee are:

- Provides directions for a structured and balanced growth of the library and to provide improved facilities and innovative services.
- Suggest measures for augmenting the use of the library resources by the staff and the students.
- Review the library services from time to time.

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

Yes, we have two computer sets in Library, one out of two for student's use.

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 library has Computer, Internet and Reprography facilities. The access to internet is available.

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

Yes

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

Library is kept open throughout the year except on Sundays/holidays.

It is open for 7 hours everyday i.e from 9 am to 4 pm & 8 hrs. In examination days.

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

The staff and students come to know of the new arrivals in the following ways:

- The staff and students come to know of the new arrivals through the new arrival section. The books, journals, magazines etc. are displayed in this section.

- Faculty members are personally informed by the Librarian about the latest additions relating to their subjects.
- The staff also informs the students about the new arrivals informally or it can be informed to students through notice displayed on the notice board.

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

Yes, the institution's library has a book bank facility. The books are issued for the whole session to the students who cannot afford to purchase them. The students have to return the books after the final examination.

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

- For the physically challenged persons, additional books and reading materials are issued on long term basis.
- For physically challenged, personal assistance is being given.

4.4 ICT as Learning Resource

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

The institution has a well equipped computer lab with 25 P IV computers & Coloured Monitors, Printers.

1. The software's available are:

MS-Office with tools.

- Paint and Brush
- MS-Word
- MS-Excel
- MS-Power Point
- MS-Front Page

- MS-Access
- MS-Photoshop
- Open Office
- Packet Tracer
- Paint Brush
- Acrobat Reader
- With updated latest Antivirus
- Internet Explorer
- Nero Start Smart-CD writer

- Language Lab with 2 computers and internet connection. The interactive course in Phonetics and Spoken English is used which aims at bringing out the essential features of the phonology in English by giving ample practice in both the skills of listening and speaking and imparting a culture of accuracy in the language used for communication.

Other Software's/Material available are:

- Lesson plan CDs
- Educational CDs on variety of topics
- Audio cassettes for improving listening skills
- Slides, Transparencies, Slide Projectors, OHP, Charts, Colours, Brushes, Pens, Tracing Papers

- Audio-Visual aids like, Public Address System, Television set, CD Player, Cassette Player, Radio are available in the Educational Technology Lab of the institution for enhancing/improving teaching learning activities of the students.

Other hardware facilities available are

- CD ROMs
- DVD Writer
- Printer
- Scanner
- Inbuilt speakers etc

The pupil teachers and faculty can access the internet at any time during working hours whenever required.

The institution ensures the optimum use of the facility in the following ways:

- The above resources are made accessible free of charge to students and faculty during working hours.
- The computers are used to train the pupil teachers and develop power point presentations to be used by students in their teaching practice as well as by teachers for the research paper to be presented in conferences, workshops etc.
- The OHP are used by the pupil teachers for enhancing their teaching learning activities as well as by the staff in the programs/activities organized in the institution.
- The office section is provided with the Computer and Internet facility.
- Library is also provided with computer and internet facility.

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

Yes, there is a provision in the curriculum for imparting computer skills to all the students. The curriculum includes ICT practical, our computer teacher try to impart the following skills:-

(A) Basics of Computer:

- Opening of Windows
- Use of MS Word
- MS Excel
- MS Power Point
- Change of wall paper and screen saver
- Use of WordPad, Note pad
- MS Paint, brush etc.
- MS Logo

(B) Internet Skills

- Use of E-mails
- How to make searches
- Download data etc.

(C) The use of various devices such as CDROM, CD Writer, Printer, Scanner, and Pen drives etc.

(D) Knowledge of Net Working is provided to them which covers:

- Functions of Computer network

- How the Computer network works?

(E) Other Programs

- Operating system
- Functions of operating system
- The Windows environment
- Disk operating system

(F) They are taught how to teach Computer Science, methodology to teach in Computer science.

(G) They are told about the benefits of computers in the field of education etc

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

The institution incorporates and makes use of the new technologies/ICT in curriculum transactional processes in the following ways:

- There is a compulsory practical of ICT. There is provision of imparting theoretical as well as practical knowledge to the pupil teacher in curriculum. The students are taught the uses of computer in teaching and learning. There is the provision for ICT practical work in our time table also. Our computer teacher prepares them with the syllabus given in ICT practical works. There is a provision for devoting time for using equipment properly such as television, DVD, over head projector, slide projectors etc.

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

The major areas and initiatives for which student teacher use new technology in practice teaching are as follows:

- Preparation of teaching aids such as charts, models, slides, transparencies, PowerPoint presentations etc.
- Preparation of self-instructional material.

- OHP, slides projector are used to display slides, transparencies, Power Point presentations etc.
- To improve listening, skills, pronunciation of students, audio cassettes/CDs are used by pupil teachers in practice teaching.
- Educational CDs are used as supplementary teaching aids.

4.5 Other Facilities

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

The instructional infrastructure are kept open for the students and faculty Member during working hours and extended hours whenever required. Library, Computer Lab, Sports facilities are kept open at the time of summer and Winter vacations except Sundays. Institution used seminar hall for workshops, get together, guest lectures, and cultural programs of the institution.

- Work experience room for Interior decoration drawing and painting and for Recycling of waste paper. The different hardware equipment such as overhead projector, Slide projector, making of charts, models and making of transparencies are made in ICT lab.
- The different teaching aids prepared by the students such as Charts, Models, Slides, Transparencies, and presentations are used by the pupil teacher during their simulated and practice teaching. These aids are gifted to school as per their requirement.

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

Institution has various audio-visual facilities/materials are available which are as follows:-

- Lesson plan CDs
- Educational CDs

- Self Instructional Material
- Charts
- Models
- Slides
- Television
- DVD Player
- Cassette Player
- Radio
- Computer assisted learning material
- Audio and Video Cassettes related to the different school subjects
- Audio cassettes for improving the listening skills or pronunciation and accent of the pupil teachers.

The Pupil teachers are encouraged to optimally use them for learning including practice teaching in the following ways:

- Various Competitions are organized like Rangoli Making, Card Making, Chart Making, Candle Making, Diya Making, Slide Making, and Power Point presentation. The best pupil teachers are awarded.
- Models, charts, Transparencies, Slides, are used to teach students of schools at the time of teaching practice.
- Seminars and Workshops are arranged for making the pupil teachers as effective teachers.
- Pupil teachers are given firsthand experience with regard to handling and operating of audio video equipments.

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

The various general methods laboratories available with the institution are as follows:-

Psychology Resources Centre

- Science and Mathematics Resources Centre
- ICT Resources Centre

- Art and craft Resources Centre/Work experience Room/Multipurpose Room
- Resource Room for physically handicapped children
- Tutorial Room

The institution enhances the facilities and ensures maintenance of the equipment and other facilities in the following ways:-

- All the staff members are allotted the above labs according to their expertise. They are responsible for the maintenance and upkeep of these labs. The damaged equipments and other items are discarded and new orders are placed as when required. Regular check up and servicing of the various hardware equipments is done. Time to time, Students are encouraged to make models, charts related to their teaching subjects which are then placed in the respective labs.

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

The institute has a well purposed work experience/Multipurpose Hall which is used for various activities:

- Interior decoration
- Drawing and Painting
- Recycling of waste paper
- Candle making
- The institution has a well furnished workshop for the preparation of Teaching aids.

The institution has a well equipped Music Room with the following musical equipments:

Dholak, Harmonium, Tabla, Naal, Manjeera.

All these facilities are optimally utilized by students of teaching of music as well as in the institutional functions.

The institution has adequate transportation facility with its own transport mode, Autos and Public transport is the available near the college. Institution has maintained playground for outdoor activities of the students' like-badminton, basket ball volley ball etc. and there is a

provision for adequate indoor sports activities like Table Tennis, Chess, Carom, Ludo etc.

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

The classrooms are equipped for the teaching. As there is a provision of Chalk Boards, proper setting and well lighting arrangement. Adequate space is available in the class room for placing the equipments such as television, DVD player, OHP etc and in future, institution is planning to install equipments with the latest technology.

4.6 Best Practices in Infrastructure and Learning Resources

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

Faculty prepares and delivers their lecture by notes and by PowerPoint presentation keeping in view the level and diverse need of the students. Faculty prepares learning packages for weaker students. Provide the subject related latest information/Knowledge to the students. Make use of E-mails and website (for coming activities if require) and searching on internet for handling the queries.

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

The innovative practices related to the use of ICT which has contributed to the quality enhancement are as follows:

- Power point presentations are prepared by the student teachers and then these are used by them in their school practices.
- Transparencies are prepared by teacher educators and pupil teachers.
- Educational CD is used to supplement the knowledge of the pupil teacher as well as the staff members.

- Research work related to faculty is done in the ICT lab by the lecture.
- The students and staff are given free access to internet and the use of computer to develop technological skills.
- Typing and other financial aids are given to the faculty.
- Self instructional material prepared by the pupil teachers and staff members is utilized for enhancement of knowledge and motivating the slow learners as well as gifted students.

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

The institution is equipped with 25 computers and access of internet facility to achieve the following objectives:

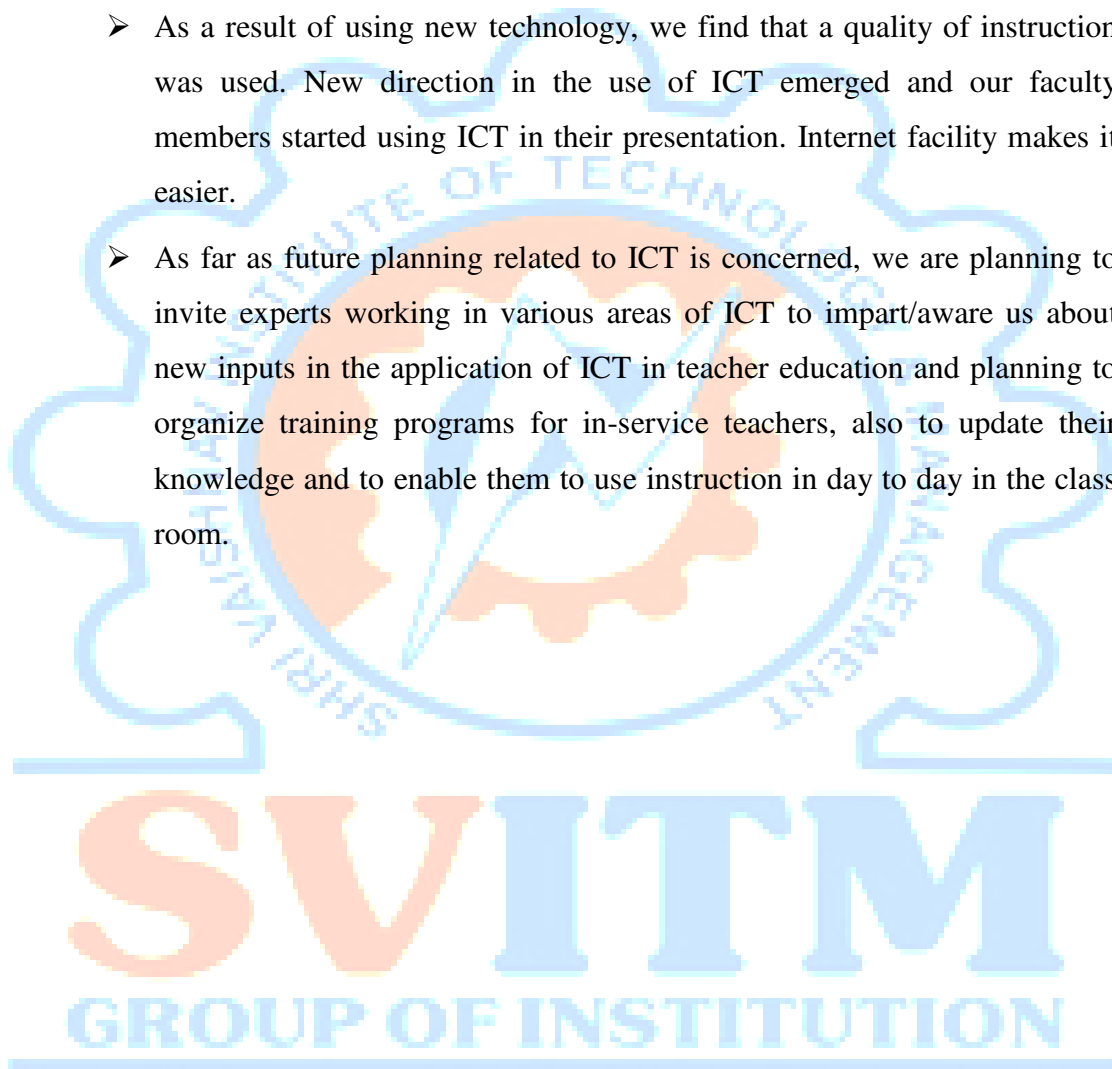
Objective of the Practice:

To familiarize the students with the computers, to impart latest information in them and to compete with the technologies of the world, it will help them to develop higher order thinking skill in them. It will help to make their teaching effective and interesting while using technologies in the class room. Infrastructure and learning resources are helpful into bring change from teacher centered to learner centered education. It will also helpful to provide more opportunities to students in multiple ways of discovering, creating and communicating information in various formats and voice. It builds help to expose teacher trainees to the latest knowledge so that they can update themselves and transmit the same to their students.

Description of practice:

- In the beginning of the session, orientation program is organized, in which all the faculty members introduce the syllabus and related subject to the pupil teacher. It is use of technology in classroom. Instruction is also introduced to the students. Students are motivated to use technology in teaching during the B.Ed. Course.
- Time to time workshop on computer is organized for the pupil teacher to aware them about the basics use of computers. It will help them to impart the knowledge of MS-Office, PowerPoint, Net surfing and E-Mail etc.

- Open discussion takes place with the teachers. Trainees are divided into subject wise groups. Then the students of each group make practice in the use of technology in variety of ways like demonstration, quiz, interactive presentation etc.
- Besides teacher-trainees, teacher educators also make use of technology in their presentations at seminars and conferences and developing multimedia material as well.
- As a result of using new technology, we find that a quality of instruction was used. New direction in the use of ICT emerged and our faculty members started using ICT in their presentation. Internet facility makes it easier.
- As far as future planning related to ICT is concerned, we are planning to invite experts working in various areas of ICT to impart/aware us about new inputs in the application of ICT in teacher education and planning to organize training programs for in-service teachers, also to update their knowledge and to enable them to use instruction in day to day in the class room.



Criterion V: Student Support and Progression

5.1 Student Progression

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

- The B.Ed. students are admitted according to the procedure as laid down by the Government/NCTE/University and as of now the eligibility condition is pass in B.A/B.Sc/B.Com(Graduation) with 50% marks to get admission for the B.Ed. course. Students are appeared common entrance examination of university level and admitted as the basis of their merit.
- An Orientation program is conducted at the start of the academic session in which the teachers interact with the students and aware them about the syllabus and about practical work. They are suggested by the faculty to study effectively so that they are benefited from the course not only academically but practically also. On the other hand the pedagogical skills and other requisite qualities that a teacher should possess are discussed and the students are motivated to acquire these qualities.

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

The institution provides healthy environment in the campus which promotes motivation, satisfaction and performance improvement of the students in the following ways:

- Enrichment programs in the form of workshops, Seminars are organized in the institution.
- 'Use of ICT' in Teaching is introduced in this session and students are making power point presentation.
- Importance of the clean environment was discussed through slides in the class room.

- Personality development programs are organized once in the session.
- Continuous group discussions are done for personality development and to give knowledge of computers and language.
- Placement Cell is there to place the students in different school.
- Seminars and extension lectures are arranged to improve their knowledge from time to time.
- The institution provides books and reading material from the library to the students for preparation of their higher studies and for captive exams. Employment news and current magazines are provided in the library for updating general knowledge. Free internet facility is provided to the students and the faculty.

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

Year	Course	Total No. of Students Admitted	No. of Drop-out	Reasons
2010-2011	B.Ed.	82	Nil	-----
2011-2012	B.Ed.	16	Nil	-----
2012-2013	B.Ed.	97	Nil	-----
2013-2014	B.Ed.	Zero session	Nil	-----
2014-2015	B.Ed.	96	Nil	-----

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

All the time of teaching practice, principal of the schools are contacted for the placement of the student teacher.

- Students are encouraged to participate in co-curriculum activities organized by the institution and other institution to develop their personality.
- Institution organize Rangoli competition, Card making, Diya making, Dustbin making etc. and institution provide them certificate of appreciation for these competition.

- Mock test and interview are conducted to build up confidence among the students.
- ICT is the part of our syllabus. Institution arranged a faculty for computer ICT practical is the part of our curriculum or time table also.
- Institution is continuously keep in touch with the previous years students.

Table showing the number of students who qualified the different competitive Examination.

Details of last two years:-

Exam	Year	Number of Students
M.P. Professional Exam	2012-13	19
	2014-15	28
NET	2012-13	02
	2014-15	NIL
Other Exam	2012-13	N.A.
	2014-15	N.A.

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

After passing out B.Ed. course some of the students go for their higher education in different courses i.e M.A/M.Com/M.Sc./M.Ed./M.Phil and Ph.D. Some of the students choose teaching as a career.

Year	Total No. of Students	Joined for Higher Studies	Joined as Teacher	Self Employed
2011-2012	16	12	04	Nil
2012-2013	97	48	49	Nil
2014-2015	96	56	40	Nil

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

Yes, the institution is going to impart software in the library very shortly and other education related electronic information and other resources to the students during the session as well as after graduating from the institution.

- The institution has adequate equipments like OHP projector, Slide projector, Camera, Cassette Player, Computer, Color TV, DVD player, Mikes, Transparencies, Brushes, Pens etc.
- The institution give first hand training to the trainers with regard to handling and operating of Audio Visual equipment provided by the institution to the students. Computers are used by the student and by the faculty members whenever needed. The books and the materials like modules of candle making in previous years in provided to the students whenever they are required.

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

Yes, Institute has its own placement cell, which is responsible for organizing the placement of the student in the nearby schools.

In previous three years appox.160 students were placed.

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

The main difficulty which is faced by our placement cells or by the near by schools, is that our session generally ends between July and August where as mostly teacher required in schools are in the start of their session that is in the month of March.

- We have also approached the university regarding the change in their session schedule so that our students get maximum benefits.

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

Yes, our institution has contract with all the practicing school for the placement of our students.

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

We provide the resume of the students according to their subject along with our views. We also provide them the college resources like computer, telecommunication, stationary, transportation for off campus interviews etc. any other lab equipment as per their needs.

5.2 Student Support

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

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

- The institution develops an academic calendar by preplanning the annual schedule. It includes the date for celebration of educational programs. Examination schedule curricular activities, extension lectures, important days and schedule of micro and macro teaching.
- In the beginning of the session, orientation day is organized in which faculty members and principal of our college welcomes them warmly and aware them about the course, papers, practical and about the other co-curricular activities.
- Faculty members aware them as regard to the institution's comprehensive teacher trainee program to promote the interest for curricular and co-curricular activities among the student trainees.
- Institution organise various extension activities seminars, programs on computer applications in college time to time.
- Institution also impart knowledge about, how to use equipment like OHP, slide projector, DVD players, ICT is the part of our syllabus as compulsory practical and is also the part of our time table.
- Academic calendar and time table is displayed on the notice board at the beginning of the session.

On the other hand institution always aims at the development of personality of its students to make them effective and competent teacher as

well as responsible citizen. Each trainee is involved in various activities in the college which help in developing their talent in the respective field of their interest.

Following activities are the part of institution:-

- Our 100 students are divided into five houses. Each house organises the activities on the weekly basis and they are responsible to organize morning assembly, arrangements in the class room in their duty week. Through weekly morning assembly, it will help to inculcate the different values among students which are as following:-
- Thought of the day.
- Recitation of prayers and National anthem.
- Presentation of self composed poems and articles on national issues.
- Celebration of important days like Independence Day, Gandhi Jayanti, Republic day, College Foundation day.

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

Physically challenged pupils are also the part of our college. They come in the college and attend the classes regularly. The institution has provision for such type of physically challenged student. The institution and faculty members treat them like the other normal students. The teacher education encourages physically challenged students to participate in the same way as the other physically normal students do.

- They are encouraged to participate in curricular and extra curricular activities with the normal students. So that they may join the main stream of the college.
- There is a resource room for physically handicapped students, equipped with wheel chair, Crutcher, Chairs and water facility etc.. There is a provision of many indoor games such as carom, chess for such type of students.

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

Yes, the institution has mentoring arrangements. Our college has 96 students in B.Ed. These 96 students are divided into 2 sections. These two sections have a monitor in the class, who will represent the class. All these two section are further divided in 5 houses. Each house has a group of 19 students and has been assigned to a mentor known as a house in charge who remains in touch with them throughout the session monitors, find out the potential of his group students in different areas and encourage them to participate in various curricular and co-curricular activities. Mentors are also responsible for helping them in solving their personal or academic problems during the session.

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

The institution provides various provisions, which will support and enhance the effectiveness of the faculty in teaching and mentoring of students. Institution organizes Seminars, Conferences, Campus Interviews, Work shops, exhibitions etc. regularly for the professional growth of the faculty. Above all institution allows the faculty members and to the students to use the equipment and internet facility whenever they are required for the official or as far as the personal use.

- Institution encourages the faculty to undertake individual research projects in teacher education and teacher are given academic leave for attending seminars. Adjustments are made in teaching schedule to meet their requirements for professional growth. Most of the members of the faculty are given chance to engage themselves in research work, various Journals and Magazines are available in the library and teachers have easy access to them to update their knowledge. The faculty members are encouraged to acquire higher qualification, like M.Phil, preparation of NET and Ph.D etc.

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

Yes, the institution has its website.

Named – www.svitm.org

The following information is posted on the site:

Introduction of the Institute

- Mission, Vision and Values
- Course
- Course Curriculum
- Admission Procedure
- Academic Calendar
- Society
- Carrier opportunities
- Fee structure
- Common facilities/silent features
- GIS data
- Photo Gallery
- NCTE Recognition Letter

The website of the institution is updated from time to time.

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

Yes, institution has a remedial program for academically low achievers which are given below:

- Weak students are observed by the teachers and feedback is given to them by the faculty time to time.
- Through house examination teachers are able to find out the low achiever than remedial work is done in the class.
- Personal guidance by the subject teacher is given.
- Group formation is done. High achievers helps the low achievers in their weaker areas.

- The institution provides extra coaching and counseling service to support low achievers. Through counseling and personal guidance they are guided properly to keep pace with other students.

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and

No doubt, advance learners are those who are above intelligent level.

- The advanced learners are given special assignments and opportunities to learn more through individual discussion beyond classes. Subject teacher make them group leader and they help the weak students to come up to the mark. Such learners are given extra assignments, case studies and discussion that help to satisfy their quest for learning. They are also involved in institutional and other activities like extension activity, house activities and other co-curricular activities e.g conducting morning assembly, anchoring the programs, etc. Some time they help the faculty members wherever they needed.

(b) Slow Learners

The slow learners are given personal/ remedial coaching. Teachers are giving them feedback time to time. Through house examination teachers are able to find out low achievers and institution plan the remedial work for them. In the classroom particular subject teacher in which a student is weak, try to give personal guidance and try to solve their problems. Remedial material is provided to slow learners. Counselling is done by the teacher. Groups are made and high achievers are the group leader, who tries to cope up with the low achievers and do the remedial work.

Extra coaching is also given to them.

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

The principal and members of the staff provide guidance and counseling to the students at different stages as under:

- Before admission, when a desired candidate come to visit the institution and meets the faculty and the principal.
- At the time of inauguration of the session, when orientation day is organized in the institution for academic guidance and counseling to the newly admitted students to enable them to choose their Subject/Options/Activities.
- Time to time guidance is given for how to use electronic media as a medium of instruction or as a better teaching aids in the teaching profession.
- The faculty members provide guidance and counseling to student teacher to solve their problems related to their teaching subjects etc.
- A grievance cell is there to guide the students during the entire course.
- Institution provide time to time personal or professional counseling to students for higher education or what they should opt Time to time counseling is provided in the areas of sports and curriculum also.
- Institution organize mock interview to prepare the students for campus interview.
- Counseling is provided by the institution for cracking the competitive exams.

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

Yes, the grievance redressal mechanism is adopted by the institution for students. There is a grievance cell in the institution which is headed by the Principal and two senior faculty members and four house in-charges are the member of the cell. The student who approach the cell with their grievances is listening patiently and genuine grievances are redressed & counselled according to nature of grievance. Suggestions/grievances are checked periodically.

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

The faculty members keep the record of the students. Class tests and unit tests are conducted in the class room by the subject teacher to check their progress.

- House examinations are conducted twice to check the performance of the students which will help to find low achievers.
- Extra attention is given to the weaker students. Students who are weak in their studies are given additional help and guidance remedial coaching in the vacant periods.

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

To ensure competence of students to begin practice teaching following measures are adopted:-

Micro teaching skills are practiced in the college on various micro skills in both ways practically as well as theoretically.

- Students are explained the pedagogical analysis of method courses.
- Objective of the different (areas) topics are explained to the students.
- Quality of teaching aids should be best, it is also explained.
- They are explained the technologies of lesson planning of different subjects.
- The students are explained the concept of mega teaching and teaching under simulated conditions followed by practice of mega lessons.

5.3 Student Activities

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

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

Yes, the institution has an Alumni Association. The list of the current Office Bearers are as under:

Even though most of our Ex-students have always maintained a close touch with the college. We were a bit late in giving it a formal shape.

President : Vijay Pratap Vaish

Vice-president : Ajay

Acting president : Vikas

Secretary : Rubel Sharma

Asst. secretary : Jai Singh Ahirwar

Treasures : Priyanka kohli

The College has started the alumni association in the previous session only in 2014. The active alumni members have been allotted the responsibilities.

- The activities with the Alumni Association.
- Most of the alumni members adopt teaching as a profession. They are able to give proper suggestions for the progress of the institution and for better future of the students and these Alumni are helpful in finding the job vacancies in their respective schools and inform the Institution.

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

The institution encourages the students to participate in extra curricular activities including sports and games are as follows:-

- Institution gives awards/Prizes/Trophies to the students. Motivation to the participant is also given.
- Institution provides all guidance facilities, material and kit etc. for the sports of their interest.
- Students who participate or win are appreciated in morning assembly.
- Student teacher who actively participated in the different activities are further involved in organizing and sharing responsibilities and participants are given extra coaching to keep their regular studies up to date.

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

- Slogan writing.
- Poster making.
- Creative and other out works are displayed on notice board.
- Exhibitions were conducted.
- Students are grouped in various houses.
- Notice boards are allocated to different houses in the college. They decorate it according to occasion i.e., all festivals, important days, quotations etc.

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

Yes, the institution has a student council. The major activities of council are as follows:

- In the institution for better results group leaders are chosen for different activities for off and on the campus.

Under the supervision of these group leaders following activities are done:-

- Pulse polio.
- Rally on save the girl child/educate the girl child.
- Tree plantation.
- Celebration of van Mahotsava.
- Discipline in the institution.
- Organizing education tours.
- Making proper arrangements for extension lectures.
- Organizing talent search competitions.
- Duties are assigned for cleanliness of the washroom, water facilities. Duty chart are displayed in the washrooms.
- The college provides the all desired funds for all activities.

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

The following bodies have students' representation with activities because institution is maintaining different committees and cells involving the students as part of it:

Grievances Cell

Institution is running a grievance cell. For this program, institution has placed a grievance suggestion box. Students write their grievances suggestion and put it in the box. After every fifteen days, grievance committee opens the box, reads the suggestion and grievances and act accordingly.

Extra co-curricular activities

Institution deals with various co-curricular activities like celebration of important days, Republic day, Independence day, Diwali, Holi etc. Many competitions are organized on their house basis for such types of house competitions group leaders are chosen and they are responsible for their work. Many competitions like Rangoli making, flower arrangements, greeting card making, diya making, dustbin making and Recycling of waste materials were done as house competitions, every house leader and house incharge is responsible for such types of competitions. Organising seminars and celebration of Van Mahotsav is also the part of extra co-curricular activities.

➤ **Administrative work.**

Practice teaching

During the teaching practice in different school, schools wise observational or supervision of the pupil teacher duties are organized to the faculty members with the students. Students responsibilities include preparing of time table with the help of their teacher in-charge and they deals with the students of the school and participated in the school activities like morning assembly, discipline of the students, preparing of effective teaching aids which will help them to be a proper teacher. Some time pupil teacher uses laptop as a teaching aid in the class room to show their power point presentation, paint brush presentation etc.

Campus maintenance and upkeep of the campus.

Students are also assigned the duties to maintain the campus building and of the surrounding areas. House wise duties are assigned on weekly basis and group leader and teacher incharge of the house is responsible to assign the duties further to the other group student's duties like maintaining the cleanliness of the building, (washroom, Canteen, Black board, Notice Board, Sports Room, Water facilities etc) and duties are divided in the students they are also responsible for the upkeepment of the plants and grounds etc.

Project work

Students worked with various projects like woman empowerment, environment, diseases like cancer, diabetes, hypertension, polio etc. Students visit to their surrounding areas and collect the data. On the other hand for the fulfillment of different psychological test students visit in their surroundings and try to solve the psycho tests.

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

Yes, the institution has a mechanism to seek and use data of feedback from its graduates and employers to improve the preparation of the program and the development of institution.

- The feedback obtained from the student regarding course content, and teachers. At the end of the session, feedback is taken from the students about their experience and about campus and on receiving feedback from the student's teacher. The members of faculty are informed to improve their performance and try to implement the suggestion, which is required.
- In the formal and informal meetings peers interact with each other and do analysis of their Strengths, Weaknesses. In the light of students and peer feedback the principal with faculty members, prepares need based college programs and assign duties keeping in mind the potentialities and capabilities of the teacher educators.

- Institution has also mechanism to obtain feedback from the teacher. Faculty members given suggestions and management, try to fulfill the suggestions and requirement.

5.4 Best Practices in Student Support and Progression

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

The institute has made effort to provide support system for the growth of student teachers and to make them professionally competent to undertake teaching as a profession. They are provided support in carrying out their professional activities. The following are the best practices:

- The institute extends full support in facilitating programs like self awareness, working for community etc.
- Placement cell helps to finding the job.
- Extension activities like seminar, Vanmahotsava, various house competitions are done.
- Well equipped ICT Lab.
- Well equipped library, with free internet facility, journals, books and news papers.
- Free internet facility is available to the students.
- During teaching practice, teacher trainees are encouraged to present their lessons through Power point presentation or other resources of their wish.
- Well equipped Psycho lab.
- Resources room for physically handicapped students.
- Medical room to give first aid.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Purpose:

- To prepare effective teachers for the growth of the nation according to the needs of the society.
- To provide competency to teachers for meeting social, economic and academic needs of the society.
- To develop leadership quality among pupil-teachers.

Vision:

Our college aspires to offer quality teacher education to enlighten emancipate and empower the student teacher fraternity and to foster lifelong learning. Our institution mainly vision at:-

- To impart a sound formation in all levels such as academic, social, physical and emotional.
- To cultivate more self-confidence.
- To mould and motivate the would-be teachers towards vision of excellence.
- To strengthen their ability in communicating their views effectively.
- To develop soft skills among the trainees.
- To train teachers in ICT based methodology.

Mission:

Our mission is to educate and inspire our student through a distinctive curriculum and a dynamic development experience.

- To develop skills and competencies in student, this is necessary to play the multi faceted role of the teacher in the new millennium.
- Our faculty will provide intellectual leader and important scholarly contributions to their disciplines.

- Design of courses, instructional methodologies and experimental learning to equip students with creativity and problem solving skills, to prepare them for rewarding careers to face challenges in a rapid by changing world.

Values:

- Throughout all our activities and programs the college will continue to promote equality and celebrate diversity and contribute to the development of the society and institution.

Understanding, respect, professionalism, unity, enthusiasm and pride will be central to everything we do for students.

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

Yes, the mission statement has come out of institution's goals and objectives and reflects all the values included in the vision statement of the college. As young minds want to get the best of education, skills, technical knowledge and practical exposure to succeed in various forms of life and also betterment of the society, We are following the path of the mission and it address the need of the society, its students, school sector, education, institution's traditions and values. This college competes with the advancements taking place in order to achieve its mission.

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

- The Secretary Mr. M.P.S. Kushwah, a great visionary and missionary, is very liberal and magnanimous in his approach. He is a great Redeemer and Savoir of culture and education and has created a history in materializing his dreams. He plays a very positive our effective and efficient transaction of teaching and learning process. He is always promoting the faculty member and students to achieve their goals and wishes. He has a broader

spectrum and plays an incredibly amazing role in progress of the intuition. He has a remarkable judicious nature in motivating the faculty and administrative staff to take the college to Zenith of glory with their efforts and endeavours.

- In addition to this, Chairman, Vice chairman and Secretary of the trust are the guiding pillars of the college and are torch bearer of development.

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

To ensure proper communication of responsibilities at the beginning of the session, principal with the help of management make various committees to run the institution smoothly. The following committees are made:-

- Sports committee
- Cultural committee
- Teaching practice
- Grievance cell
- Administrative committee
- Extension activities committee
- House committee
- And incharge of the particular committee do their related details.
- IQAC Cell
- Library committee
- Feedback committee
- Staff Council Committee
- Purchasing Committee
- Admission Committee
- Health and Hygiene Committee

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, faculty from Alumni's parents, visitors, teachers, visiting resource persons etc. is reviewed by specially formed committee comprising of the head of the institution and two senior faculty members. Feedback is analyzed by the Administrative committee and appropriate decisions are taken. These decisions are then communicated to the management for review and to bring about desirable changes, which is required.

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

At the beginning of the institution every management sets their vision and mission to achieve their goals.

- In the beginning of the session, orientation day is celebrated; faculty members introduce the syllabus to the new comers. After that they started to run the classes where they find many barriers in achieving the goals.
- Lack of efficiency in language skills as most of the students are from the other state. They are unable to understand English as a medium of institution even in the class room.
- As it is find that, the B.Ed. course is more than sufficient for one year course aid. It is observed that for that time limit is short.
- Students from rural background and they are not aware of even basics of the computer and using the internet to achieve their goals.

For addressing the above barriers, following provisions are made available in the college:-

- Remedial classes in English are organized.
- Orientations in Computer Application.
- Orientations in operation of hardware like, OHP and internet is imparted.
- Extra classes are organized for low achievers.

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

Management encourages and support involvement of staff for improvement of the effectiveness and efficiency of the institution process in a number of ways:-

- Day to day interaction with the management and provide the guidance to the staff.
- Time to time financial assistance is given to them.
- Management motivates the staff members to attend the seminars to achieve the mission of the institution.
- They have freedom to talk any time.
- Management provide them facilities like transportations, free access of internet, library facility, use of equipment, encourage or help them for higher studies and special arrangements are done in the time table also. Management provides all infrastructural facilities are required by the staff or the institution with out constraint.
- Technical support (Projected aids, Psycho lab, ET Lab, Language Learning Lab material etc.) is made readily available.

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, making of committees and utilization of the resources because of her twin qualities of head and heart.

- Principal has good relation with the management, staff and students. She has efficient internal coordinating and monitoring mechanism. She frequently holds meetings of staff council and other committees for improvement of the institutional process.
- Principal maintains various committee and assign related duties to all the committee in charge.

- Principal monitors overall activities included in the curriculum of the institution like coverage of syllabus, well in time or according to the time schedule, attendance of the students, participation and organization of inter and intra college competitions, discipline, time table, up-keepment of campus extension activities etc.
- Principal is sensitized to modern managerial concepts such as strategic planning, team work, decision making and is well versed with the concept of ICT and total quality management.
- Principal allocates various resources to ensure its optimum use. Utilization of resources is monitored by obtaining feedback from the respective in-charges.

6.2 Organizational Arrangements

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

Faculty members are represented in Board of Governors (BOG). Major decisions regarding management of the institution are taken by the Governing Body of the college whereas the academic decisions are taken by different committees constituted by the principal which have been mentioned in point 6.2

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

The Staff Council, Research Committee, IQAC, and Extension and Linkages are the major decision making bodies of the college where academic and administrative decisions are taken.

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

The administration of the institution is decentralized to a large extent. The Hon'ble Chairman of the Trust delegates certain powers to Principal of the College who further distribute powers and responsibilities.

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

Institute collaborates with different departments, schools and sections to improve the quality of educational provision in the following manner:-

Extension activities like Pulse polio Abhiyan, tree plantation, Rallies on save the girl child/ educate the girl child, are organized to improve the all around development of the pupil teachers placement cell.

- Feedback from students about course and experience are utilized for improving the quality about institution.
- Adopting suggestion given by schools through feedback.
- Student's teachers help the pupils of the school in the teach with effective teaching aids and how they minimize mistakes.
- Adopting the School for academic improvement of the students coming from deprived sections of the society.

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

Yes, the institution uses the various data and information obtains from the students, visitors, parents, faculty members and from the Alumni association. A grievance cell is also maintained and their suggestion and grievance are taken into consideration and used for decision making and performance improvement. The feedback obtained from various sources is analyzed by specially constituted committee. Feedback is used for improvement in decision making and performance.

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

The institution takes initiative in promoting co-operation, sharing of knowledge, innovations and empowerment of faculty through the following activities:

- Staff meetings are organized with the principal and management.
- Team Teaching.
- Faculty development program by the principal is organized by the institutions time to time.
- Participation of faculty in national and international seminars/ conferences / workshops.
- Orientation program on micro teaching, mega teaching and practice teaching.
- Institution provides free internet facility and use of computers and equipments whenever required by the faculty members.
- Provide financial support to attend the seminars and arrangements in the time table.
- Faculty can use journals and magazines freely.

6.3 Strategy Development and Deployment

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

Yes, the institution has Management Information System (MIS) to select, collect, align and integrate data and information on academic and administrative aspects of the institution. The information is obtained through following sources:

- Feedback from students and other stakeholders.
- Analysis of previous performance of students and remedial work for the low achievers and extra co-curricular work for the high achievers.
- Grievances cell/suggestions cell in maintained and reviewed by specially formed committee and appreciate decisions are taken.
- Taking verbal feedback from the students regarding academic and administrative aspects of the institution.
- Purchase of books.

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

The requirement of resources is made known to the management through the Principal. The Trust allocates human and financial resources from within and outside the organization to meet the monetary requirement arising out of changes resulting from action plan.

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

The in-charges of respective committee enlist the requirements through interaction with students and other faculty members. These requirements are communicated to the management which provides the required human as well as financial resources.

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

At the beginning of the session, institution makes an academic calendar which involves celebration of important days with the distribution of syllabus. This academic calendar is displayed on the notice board. In which month of practice teaching schedule is discussed before with the principal of the schools. The school faculties are also involved in planning about allocation of classes to pupil teachers and its smooth conduct thereof. Time table In-charge of respective schools are actively involved in the process. Teaching practice schools are also invited to take the teaching aids for use in the schools according to their needs.

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

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

- Academic calendar of the institution is planned and prepared by the staff and approved by the principal.

- The college meets the requirements given by respective teachers for development of the institution.
- Staff meetings are held at regular intervals to discuss the institutional development.
- Circulars by the management and principal.

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

The vision, mission and implementation plans are regularly monitored, evaluated and revised quarterly by the head of the institution and management. Grievance cell are there, feedback are taken from, student, parents and from the visitor. Their suggestions are studied and vision and mission of the college are revised if required, if there is some change in and changes are done accordingly.

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

Institution plans and deploys the new technology for effective and efficient transaction of teaching learning process. Lesson delivered on Power Point presentation, they make the slide or topic on the power point and presents through transparencies on OHP. Use of internet by the students and faculty members are free access. Use of equipments like, OHP, slide projectors, DVD players, Colour television and planning to introduce LCD projector shortly. So that presentation can be done directly by LCD projectors. The institution is planning to introduce in library software and accusation is done through library software.

6.4 Human Resource Management

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

Each of the faculty members is required to fill in self-appraisal report in each academic year which highlights the teaching performance, research progress and the participation in other institutional activities like sports and cultural events, innovative practices adopted to contribute to academic

development etc. Based on the above said report the performance of faculty is evaluated by the Principal. The self-assessment report is an important chain for promotion of the faculty. It also highlights the needs of the faculty in terms of their research and other activities. The college makes efforts to identify and meet such needs to encourage the faculty. Faculty is given various opportunities to take part in developmental activities like conferences, seminars etc. at national level. Faculty members are also encouraged to organize seminar, conference, workshop in the college.

Suggestions to improve the academic system provided by the faculty though Self-Appraisal Report are also taken into account by the college to improve the teaching, research and service of the faculty and other staff members.

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

The increment of the staff member is done on yearly bases according to their performance.

- Timely payment of the salary i.e by 10th of every month.
- Medical leave and schedule adjustment of the higher studies.
- Institution provides money assistance for higher studies and give seed money for them.
- Motivate the staff by training and attending seminars at various levels.
- Secretarial support and faculty resources i.e., use of computer with internet, stationary support, typing facility and separate Elmira are provided to faculty member.
- Separate rooms are provided to the in-charges
- Transport facility is also provided to the faculty.

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

Yes, the college organizes developmental programs for teaching and non-teaching staff at the college level. It focuses on the teaching methodology and also for skill up gradation and training of non-teaching staff. Seminar are organized which will help the staff as a development program. Time to time experts is invited to impart knowledge of new technology and advancement of computer. Personality development programs are organized by the institution.

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

Institution published proper advertisements in various newspapers for the recruitment of faculty. The selection is done through Jiwaji University, Gwalior norms. In which it is done by constituting a committee comprising of university nominee and subject experts. While selecting teachers, no compromise is made regarding the qualification prescribed by statutory and regulatory bodies for retaining the facilities like medical leave, free transport facilities, access of equipments, typing assistance & motivation for higher studies, seed money, adjustment in time table, motivate them to attend the seminar etc.

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

Institution appoints all the faculty members on regular basis and if they needed appoint adhoc faculty on it will be on lecture basis, on the specialized subject area and their workload is not as the load of the regular faculty.

- 6. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and**

active involvement in local, state, national and international professional associations).

The institution provides many policies, resources and practices of the institution that support and ensures the professional development like:-

- The library facilities enable the faculty to make effective use of these resources for research and advance study. Institution provide them journals, magazines, newspapers, Research encyclopaedias, text book etc.
- The staff members are granted academic leave for participation in seminars, conferences, workshops etc.
- Arrangements are done in their schedule whenever they required leave for participation in seminar etc.
- Seed money is given for their higher studies.
- Institution motivate them to go higher studies, give all administrative and academic facilities like arrangements in time table, use of library, use of internet and typing facilities etc.

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

Institution provides computer facilities with free access of internet to all staff members. Separate staff room are provided to in charges. All staff members have separate tables and almirah which provides the space to carry out their work effectively. Free transport facility is provided to them to access the college premises.

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

The institution has a website of its own where all the details are provided for ready reference and to seek relevant information. E-Mail ID of the institution helps to communicate with the other B.Ed. institutions and with Alumni.

Staff, students and Alumni's are given equal importance. The grievances received from them are taken into consideration. The institute treats these

grievances and complaints as suggestions for improvement. A suggestion box has also been fixed in the college for this purpose.

- 9. 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 of the faculty is according to the norms laid down by the statutory body like NCTE and Jiwaji University, Gwalior. Subjects are allotted to teachers according to their specialization and interest. The teachers are also engaged in different school and community services like adopting different schools for teaching the students.

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

Yes, the institution has mechanism to reward and motivate staff members. Staff Members who excel in making constructive contribution to teaching-learning process, bring out innovative ideas and contribute effectively in the development of the college are awarded appreciation letters by the principal and Management.

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**

The institution does not get any financial support from the Government. The college is running under self-financing scheme. The fees of B.Ed. students are the main income source of the college. However, the management of the college is financially sound and it fully concerned with the college and full fills all the requirement of the college time to time.

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

No, there is no quantum of resources mobilized through donations.

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

Yes, Budget of the institution is adequate to cover the day-to-day expenses.

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

Being a self-financial institution it is managed by its own resources and audit of the accounts is carried out regularly. Sufficient funds are made available for various activities as per requirements being self financing college. College fee is the resource of income. Management mobilizes funds from its members also

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

Yes, the accounts are audited regularly by duly qualified C.A. appointed for college finance. There are no major objections till date.

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

Yes, the institution has computerized its finance management system. Preparation of income expenditure statement, balance sheet, fee collection, salary statement etc. is computerized for which different software's are used.

6. 6 Best practices in Governance and Leadership

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

➤ **Linkage of all Activities with Vision and Mission**

All the activities of the institution are linked with the vision and mission. It has led to the growth of the college in the recent years in the field of infrastructural facilities, enhancement of teaching-learning process and image enhancement in the masses. The commitment of the principal, faculty and staff has elicited cooperation from the alumni, parents, community and local bodies. Staff meetings are held at regular intervals to review whether the activities are being carried out in tune with vision and mission of the institution. Periodic review is done to ensure the same.

➤ **Providing Excellent Growth Oriented Academic Environment of the faculty.**

The members of faculty are provided conducive environment for the growth of institution and their personal growth as well. All faculty members and non-teaching staff direct their efforts towards the improvement of the institution. This has led to the satisfaction level among members of the staff. Self motivation and initiation are the outcomes of this constructive environment. Institution always motivates the faculty member to attend seminars, workshops and for higher studies and necessary needs are fulfilled by the institution.

➤ **Active Support of Management in College Activities.**

Management of the college actively supports and strengthens the processes going on in the institution. They provide infrastructural facilities without any constraint and help in making the academic calendar appropriate for learning and development. Support is provided readily with regard to faculty development, management, active participation in college like cultural program, extension activities and celebration of important days etc.

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 institution has established Internal Quality Assurance Cell (IQAC). Which is as follows:-

Year of establishment -2014

IQAC Members:-

Dr. Yojana Shrivastava - Principal

Dr. Sanjay Kumar - Asst. Professor

Dr. Indira Bhardwaj - Asst. Professor

Dr. Nand Kishor Verma - Asst. Professor

Major activities undertaken:

IQAC of the institution checks the internal quality in the institution and plays a very important role for an enhancing its efficiency, effectiveness, Productivity and quality of the institution. The IQAC has adopted certain practices to maintain quality in process of institutional programs.

They are stated as follows:-

Each programs of the institution are planned and executed in such a manner that each program is a success. The comments, observations and suggestions of the faculty, parents and feedback of the students and of the Alumni's treat as suggestions for remedial programs.

This cell checks all the facilities provided by the institution. Whether it is working properly or not. It may be setting plans, HAE, Networking in ICT Lab, water facility. Cleanliness, teaching schedules changes of required.

Through IQAC Cell the member of IQAC checks whether the following committee:

- Discipline committee
- Academic progress committee
- Syllabus committee
- Students Assessment
- Maintenance of upkeepment of the campus.

- Solving the pending grievances (if any). However no major grievances have been recorded so far.
- Time to time monitoring is done.

After the completion of each and every program and activity the review meetings are held to assess the strengths and weakness of the program and try to improve it further.

In the review meetings, critical points, constructive suggestions and observation are received from the faculty and members of the IQAC cell and some are incorporated for the improvement of the quality of program especially related to the curricular programs, Administrative programs, Budgeting and over all development of the college.

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

The institution has a mechanism to evaluate the achievement, goals and objectives. At the beginning of the session, institution plan for whole of the session Academic calendar is formed and displayed on the notice board. Different committee like:

- Sports Committee
- Cultural Committee
- Teaching Practice Committee
- Grievances Committee
- IQAC Committee
- Administrative Committee
- Co-curricular and Extension Committee
- House Committee
- Library Committee
- Feedback Committee
- Staff Counseling

After formed to run the institution firmly or properly. IQAC cell is there to check the internal Quality of the institution. Institution has also development to evaluate the achievement of goals and objectives.

This mechanism functions through decentralization of power and shared responsibilities. All the programs of the institution are executed in team

sprit. Each and every member of institution is concern with the development of the institution. And each member are the faculty is assigned specific jobs to be accomplished in the specific given time by the head of institution. The progress report is received either individually or in the meetings. Feedback, necessary help and co-operation guidance is provided by the Principal and other senior members of the staff regarding evaluation of specific goals and objectives of the institution in the following ways:

- Analysis of Examination results.
- Suggestions from Alumni's
- Grievances from the students, visitor and from the parents.
- Academic calendar with the start and end dates.

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

The institution has developed the following mechanism for the quality assurance of its academic programs:

- The division of the syllabus in different months is planned at the beginning of session.
- Celebration of important days and examination schedule is discussed and displayed on the notice board.
- The emphasis is laid down to revise and update teaching methodology in accordance with the changing needs of society, industry and knowledge explosion.
- The institution is promoting interdisciplinary research to enhance the quality research.
- Teaching through PowerPoint, better access to internet has enabled faculty members to provide more of real time and challenging assignment to the students.
- The institution motivates the faculty members and students for higher studies and use of equipments properly and to organize seminars, work shop and exhibition.

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

The institution ensures the quality of its administration and financial management processes in the following ways:-

- Institution does the admission through Jiwaji University, Gwalior, counselling and transparency is there in all matters concerned with staff and students.
- Administrative department maintains documentation for all major activities.
- Various committee are formed to run the institution properly.
- C.A/financial experts appoint look after all financial matters.
- Budgeting is done at the beginning of the session.
- Management the institution is very much concern with the progress of the institution and participate in day to day activities.
- To ensure quality of the faculty, qualification and demonstration method is used to recruit the faculty and no other influences are entertained by institution. The criterion for appointment of faculty is as per university norms i.e Ph.D., NET, Publications, Experience is taken into consideration. In this way the objectivity is maintained out side influences are minimized.

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

The institution identifies and makes different committees and share good practices and views in the form of feedback from time to time. The students give their feedback in the mid of session and at the end of the session for houses are made each house is responsible for their activities and workouts. Staff gives feedback in the staff meetings where the faculty members interact and express their own achievements and limitation and also share their views. Similarly the management shares the ways and mean for the betterment of the institution in the meeting in which the management, Principal of the institution and staff representative interacts and gives their views regarding best practices.

7.2 Inclusive Practices

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

The institution sensitizes teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum in the following ways:

- Through discussions on issues of inclusion.
- Through extension lectures.
- Giving examples of distinguished persons with disabilities and their contribution to the society.
- Through research journals.
- Through orientation on different disabilities.

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.

There are following provisions in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning:

- The knowledge regarding various disabilities, gender differences and their impact on learning is imparted to the students while teaching the following subjects:
 - Psychology of Teaching and Learning
 - Education of Exceptional Children
 - Secondary Education and School Management
 - Educational and Vocational Guidance
 - Inclusive education
- Various discussions are organized for the teachers and for the students also provide different types of disabilities, identifications causes and prevention. Institution plans how to help the children with disabilities in class-room and at home. Gender difference and their impact on learning. Institution

holds seminars, extension lecturer, organizes debates, discussion, declamation contests, speech, symposia etc.

- Institution always encourages the students for higher studies and time to time guidance is given to them.
- Institution organized mock interviews and campus interviews for the betterment of the student's future.
- A project work is done with the B.Ed. students they are encouraged to collect information about the children with disability in their own locality and their rights to education.

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

The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active management in learning and self-motivation are details as under:-

- Staff and students are extensively involved in most of these activities by spending money also.
- For enhancing the capacity of the students to learn their active engagement in learning and self motivation through assignments, projects, discussions, practice teaching and peer teaching is ensured.
- Holding seminars and program like skill-in-teaching.
- Organizing cultural activities and community services by the student teachers.
- The faculty members encouraged the pupil teachers to participate in various extension as well as campus activities.
- The faculty members encouraged the pupil teacher for educating the children of laborer working in nearby villages.
- Encourage students to participate in social activities like Blood donation camps, Tree plantation, pulse polio abhiyan, rallies are conducted in the nearby areas on the various topic like educate the girl child/save the girl child, cleanliness, save environment etc.

- Extension activities like health and hygiene campaigns for the neighboring villages are regularly arranged.
- Whenever there is free period there is a provision of another arrangement, or students go to library for self-study.
- Developing core competencies in prospective teacher through curriculum activities and skill-in-teaching.

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

The student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities through several subjects included in the curriculum like Psychology of Teaching and Learning, Education of Exceptional Children and Educational, vocational Guidance and inclusive education. The institution also organizes special lecture and educative programs on disabilities for student teachers. Further, the institution sensitize students on the issues of disability and right to education for all children through discussions, audio-visual aids, giving information and examples of distinguished with disabilities.

Feedback and personal data is taken from the student. Two house examinations are conducted through which faculty and subject teacher came to know about the low achievers and about the weakness and strength of the students and most of the students in B.Ed. are from such a background and are not able to communicate their ideas in English language. For such types of students, Institution Organization remedial classes in “English communication skills”

Personality development classes are organized for overall development of students.

Organization arranges the program related to ICT to impact new technology education.

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

The institution address to the special needs of the physically challenged and differently-able students enrolled in the institution in the following manner:

- Regular parental counseling.
- Referral services for medical treatment, if needed.
- Development of daily living skills in the students so that they become independent in their daily lives and social aspects of their lives.
- Provision of resources room for physically challenged students and differently able to student.
- For physically student and differently able student additional books and materials are issued on long term basis.
- Our college and students treats the physically different students equal as the normal students. Institution encourage them to participate in different activities like cultural, seminars, workshop and sports as well as like indoor games chess, carom etc..
- Remedial classes are organized as per their needs.

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)?

In view of very sensitive gender related issues the institution has created a women cell comprising of two female faculty members and three female students duty elected by the students. In case of any complaint regarding any gender complaint the women cell discuss the case with higher college authority and tries to close the case immediately. College has also provided the separate common room for boys and girls and separate toilets also.

7. 3 Stakeholder Relationships

8.

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

The institution ensures the access to the information on organizational performance whether it is academic or administrative to the stakeholders in the following ways:

- In the beginning of the session, the institution prepared academic calendar mentioning the schedule and all the activities, like syllabus, house examination, education excursion and celebration of important days, sports events etc. This academic chart is discussed with the stakeholder for the approval. The stakeholder meeting regarding the progress of the institution is held once in every month.
- The institution has created various committees like Administrative
- Academic
- Alumni
- Teaching practice
- Grievances etc

These committees also discuss their various requirements and the feedback, the progress report of the all above committee is provided to the stakeholder for their approval.

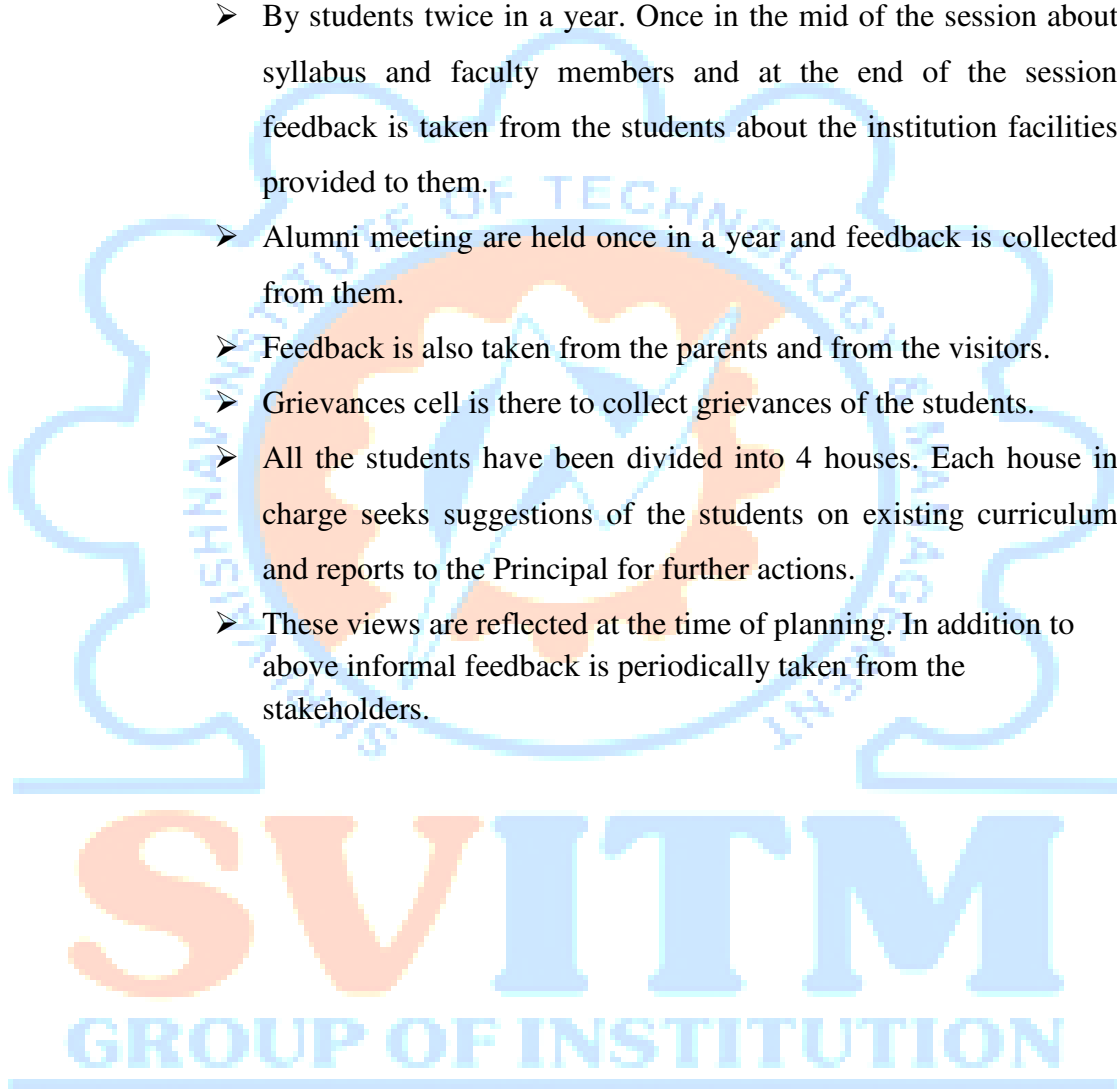
2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution has developed a strong relationship with their Stakeholders. Regular meetings are arranged by the institution. The student's faculty members and stakeholders are provided equal opportunities to put forward their demands and issues for the welfare of the institution. Various committees are formed to run the institution smoothly. The various programs and processes are revised as per feedback from students and other stakeholders. There is a feedback committee, feedback is taken by the students, parents and from the visitors about the institution and syllabus and necessary changes are made for beginning qualitative improvement. The feedback taken from the student about the syllabus and teacher in the mid of the session and about institution is in the end of the session. This feedback is very useful to know the students expectation from the institution. Suggestions are discussed and analyzed. Institution tries to take necessary step to improve.

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?

To collect data from students, professional community, alumni and other stakeholders on program quality, following feedback mechanisms are used:-

- By students twice in a year. Once in the mid of the session about syllabus and faculty members and at the end of the session feedback is taken from the students about the institution facilities provided to them.
- Alumni meeting are held once in a year and feedback is collected from them.
- Feedback is also taken from the parents and from the visitors.
- Grievances cell is there to collect grievances of the students.
- All the students have been divided into 4 houses. Each house in charge seeks suggestions of the students on existing curriculum and reports to the Principal for further actions.
- These views are reflected at the time of planning. In addition to above informal feedback is periodically taken from the stakeholders.



Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution

with seal:

Principal
Shri Vaishnav Institute of
Technology & Management
Gwalior (M.P.)

Place: Gwalior

Date: 11-04-2016

BEST PRACTICES

The B.Ed. Institution of **Shri Vaishnav Institute Of Technology and Management** College offers various activities for the welfare of the students and community which may be regarded as the ‘Best Practices’. Some of them are mention below:-

1. Micro –Teaching
2. Audio Visual Aids
3. Environmental Awareness Program
4. Annual Literacy Awareness Camp
5. Relief Work at Nirawali Village
6. Health Awareness Program
7. Value Education

Among these practices, we have tried to highlight on the first two emergent practices. Each practice, according to us, offers a new dimension which is exclusive by its nature and approach.

A. 1. Title of the Practice: Micro Teaching.

One of the significant best practices, emphasized upon in the institute is “Micro Teaching”.

- 2. Context:** Teacher Performance is the most crucial input in the field of education. Whatever polices may be laid down, in the ultimate analysis these have to be interpreted by teachers, as much through their personal examples as through teaching-learning processes. We are on the threshold of the development of new technologies likely to revolutionize teaching in classrooms. But unfortunately, the process of updating the curricula of teacher education has been very slow. The teacher training too is not planned & organized to develop the spirit of inquiry, initiative, scientific temper, manual dexterity, conceptual clarity and linguistic skills for effective speaking and writing which teachers are expected to impart to their students. So there was an urgent need to equip the teachers with the requisite competencies and skills to teach effectively. Interaction analysis based an practice teaching, training in teaching skills using micro-teaching approach and simulated teaching exercises are some of the innovative strategies through which effective training program can be transacted.

3. Objectives: Teaching situation is reduced to a simpler and more controlled encounter achieved by linking the practice teaching to a specific skill and reducing teaching time and class size. The learner puts some objectives or phases in his front in order to complete his micro teaching. 1st phase is the knowledge acquisition phase where the student familiarizes himself with the component teaching skill which he/she is to practice. In 2nd phase the pupil teacher plans a micro lesson for practicing the demonstrated teaching skill and carried out micro teaching cycle till he/she acquires the desired 3rd - level of mastery. 3rd phase is where student undertakes exercises for smoother transition from micro teaching situation to real class room situation. The components of micro teaching are modeling, feedback, setting and integration of teaching skills.

4. The Practice: Basically, micro teaching is a "scaled down teaching encounter" in which a teacher teaches a small unit to a group of 5-10 pupils for a small period of 5-10 minutes. Such a situation offers a helpful setting for or experienced an inexperienced teacher to acquire new teaching skills to refine old ones. Micro teaching is a new design for teacher training, which provides trainees with information about their performance immediately after completion of their lessons.

Micro teaching technique is based on the assumptions, which are as follows:

- Teaching is a complex skill which can be analyzed into simpler ones.
- Component teaching skills can be practiced for mastery under simplified teaching situation one by one.
- Training with systematic feedback is helpful in skill mastery.
- One component teaching skills are mastered one by one; they can be integrated-for real teaching.
- The skill can be transferred to actual teaching.

According to recent developments, teaching should now be looked upon as a set of skills, used by the teacher in the classroom. A skill is a set of teacher behavior aiming at specific objectives, which can be practiced individually. Like any other behavior, teaching can also be modified. This requires a systematic analysis of what teaching is and what behaviors of teacher contribute to effective learning in pupils.

- 5. Obstacles:** Teaching is a complex skill. It can be analyzed. There are various teaching skills that can be usefully developed among student teachers, into simpler identifiable skills having a common purpose. One of the hurdles usually coming across this process is the time duration. As there are many skills to be taught to the students but due to the scarcity of time only 5 important skills can be covered, leaving the rest behind, Main emphasis is given to these five skills i.e. Slack-board skill, Introduction skill, Reinforcement skill, Questioning skill & Stimulus variation skill.

Other problem comes when some students who despite great efforts are not able to come up to the level of the rest ones. Some of the students are the high achievers, but few of the class groups are not able to cope up with the speed. So these students are given extra time and asked to re-plan and re-teach their plans, in order to make them understand and cope up with rest of the class.

- 6. Impact:** National policy on education, 1986, has stressed the need for a wider perspective in education and resource based learning strategies. It has broadened the scope of curriculum and enriched repertoire of learning skills. This enhanced responsibility can be adequately performed only when teachers are equipped with requisite professional competencies. It has, therefore been emphasized that innovative approaches may be inducted into teacher training to sharpen the teaching competencies in both pre-service and in-service teachers.

Micro teaching is an innovative approach which has been found to be quite effective in developing specific competencies in teachers. It makes the

learning of competencies effective and the mastery of learning applied in the training process ensures transfer of these competencies to classroom teaching.

Micro teaching has gained popularity both as an area of research and vital innovation in teacher education. It has now been widely accepted in India as an effective technique for training teachers in teaching skills both at the elementary and secondary level.

The advantages of micro teaching as a training technique are that it is a teaching in relatively simple and non-threatening context; that the student teacher can focus his/her attention on clearly specified aspects of his/her behavior, and that provision is made for much fuller and more objective feedback to the trainee than in other teacher training procedures.

Supervisors play an important role in micro teaching, particularly in pre-service training programs. The role of the supervisor is one of continuous consultant so that he/she can help trainee transfer the skill learned in a micro teaching setting to the actual classroom.

Skill based teacher education program is mainly developed as an answer to the short-coming in the prevailing teaching education program and has significantly contributed to qualitative improvement. In micro teaching approach, student teacher is provided simplified but controlled situation in which they can undertake practice for acquiring teaching skills one by one either in real or simulated condition. After the skills are acquired by the student teachers, they are asked to go to schools for practice teaching in real classroom settings. In this setting, they are expected to use the learned skill' in the integrated manner. As they are not given practice in the integration of skills, they just do it in their own way and the result is 'vicarious integration'. Desirably this can be improved through systematically planned integration training. Micro teaching is a simple practicing method of a specific well defined teaching skill which includes a set of related teaching behaviors. It provides facility of development of skills because there exists a non-threatening context with a number of students 5 to 10 almost.

As a result the pupil teacher can concentrate on clearly defined aspects of his behavior. There is provision for pin-pointed feedback to the trainees in the behavioral terms. There is the possibility of making alternative trials with limited number of students in small groups. There may have less problems of classroom discipline.

The micro teaching sequence proves more effective when one or two teaching skills are selected. The student teacher can emphasize on specific teaching aspects. There will be less administrative entanglements for arranging lessons etc., when the teaching sessions are arranged with. peers.

The pattern of classroom interaction and communication between the teacher and students can be objectively studied. The objectives of micro teaching are specified in terms of behavioral outcomes. Suggestions and improvements can be made after observing and recording the micro teaching lessons by teachers.

Micro teaching is a feasible and effective technique in training of teachers. Micro teaching is a new departure in teacher training programs. It provides all opportunities to explore teaching-learning situations with better control over situations.

- 7. Resources Required:** While attaining mastery over a teaching skill in micro teaching setting some resources are required, as audio-visual aids like L.C.D, transparencies, educational charts and models etc.

- 8.** For further details contact - Dr. Naveen Shrivastava (Teaching Incharge)
8191066618

B- 1. Title of the Practice: AUDIO VISUAL AIDS. Audio Visual Aids are inseparable part of the teaching & learning process. In Acme Institute great emphasis is laid on the use of audio visual aids. At the lime of Micro and Macro teaching sessions, no student is allowed to execute his/her lesson plan unless

and until he/she has teaching aids in any form, whether it be an audio or visual or may it be an audio-visual aid.

2. The Context: To teach successfully, all the pupil-teachers are required to plan successfully. Successful planning means knowing how to facilitate a positive learning experience for all students. The teacher uses his best technique in order to make his teaching best. It is hoped that this compendium will help classroom teachers with the immense task of familiarizing themselves with a variety of helping aids. To some considerable degree teachers control their instructional effectiveness in the classroom. The passive teacher simply relies on the same old teaching techniques day after day. However the active teacher who varies his day planning with different teaching strategies and techniques tends to achieve more success in teaching.

3. Objective: The main objective behind using the aids is to turn a teaching plan a successful one. With good planning there exists the potential to improve instruction and motive for a good teacher is to deliver his content to his audiences through the clarity, establish and correlate accuracy, concepts, interrelations and appreciations.

4. The Practice: Learning takes place at three levels-direct experiencing, vicarious experiencing and symbolic experiencing. Thus audio-visual materials are quite helpful in instructions. They supply a concrete basis for conceptual thinking; they give rise to meaningful concepts towards enriched by meaningful associations. In education we should appeal to the mind chiefly through the visual and auditory sense organs, since it is possible that 85 % of our learning is absorbed through these.

Audio visual aids are potent starters and motivators. When the child find learning made easy, interesting and joyful with the help of sensory aids, he feels motivated, direct, concrete, contrived, dramatized experiences add zest, interest and vitality to any training situation. As a result, they enable students to learn faster, remember longer, gain more accurate information and receive and understand delicate concepts and meanings. Audio visual aids give

variety to classroom techniques. When using them, the child is experiencing something different. Variety is always attractive to the child as well as to the adult. Many of the aids provide the child with opportunities to handle and manipulate. An opportunity to touch, feel, handle or operate a model, specimen, picture, maps gives an added appeal because it satisfied, temporarily at least, the natural desire for mastery and ownership.

Books lack the specificity, the warmth, indeed some of the unutterable poignancy of concrete experiences. Through direct purposeful, firsthand experiences and semi concrete audiovisual experiences, we can supply the context for sound and skillful generalization. Audio visual aids educate children for life in this modern complex world. We live in a push button age when comfort has a terrific appeal, but there is no easy road to learning.

- 5. Obstacles:** Although audio-visual aids are very good to improve teaching, but sometimes the students take them for granted. They replace books by films, recordings, television etc. As a result they lose their concentration in their studies, thereby their result gets affected.

It is also observed that in spite of being an aid, these supplements create burden to students. They do not make teaching easier; they do not lighten the work of teachers. Their use requires a considerable addition to the time spent in planning and preparing lessons.

Audio visual aids alone cannot achieve the end, but they are the means to end. They are to increase the interest of the students in and his comprehension of the topics being studied by presenting several sautés on it, especially through his two most used sense-right and hearing. In order to overcome these obstacles beside the use of aids main stress is given to reading writing and speaking part and these parts are considered fundamental. end point of instruction.

- 6. Impact:** Audio visual aids are the devices that assist and instructor to transmit to a learner facts, skills attitudes knowledge, understanding and appreciation.

In the Institute at the time of micro teaching session. all the students have to execute their lesson planning compulsorily with the help of teaching aids, whether it be audio or visual or may it be and audio-visual. Students are strictly prohibited to carry out their teaching plan as a result the pupil-teachers make conscious effort to prepare their charts models etc. related to their content. Student is to encourage using the models in as interesting a manner as possible.

In order to show interrelationships by means of lines and symbols diagrams are usually used along with the other aids.

Charts also visualize the relationships between key facts and ideas. The main function of the charts is always to show relationships such as comparisons, relative amounts, development processes classification and organization.

Students in the Institute are instructed to make their charts neatly with exactness. While designing flow chart students are advised to take care to preserve a sense of order and sequence.

The daily newspaper can be effective teaching aid. This thing is best taught in the Institute by making a provision to providing opportunity to each student to present his/her news and views in the morning sessions after the assembly. Students are provided a platform where they can express themselves and face the audiences boldly. Thus news-papers, serve as a wonderful motivational aid, it is the process of going from the known to the unknown from the familiar to the unfamiliar.

Text Books need to be supplemented with additional material. Various reference books-the encyclopedias, dictionaries, year books have proven a very effective aid in learning. In the library of the institute there is a good stock of reference books where the student can go for extra reading. But for all this students are given instructions to know how to consult reference books.

The chalkboard is one of the most valuable devices for making instruction concrete and understandable. It is the necessary equipment of a classroom and a handy apparatus in the hands of a teacher. During the demonstration lesson of microteaching, main emphasis is laid on teaching Blackboard skill where the students are taught, how to use blackboard. The

students are taught to use the blackboard for recording the progress and status of pupil-teacher planning.

Bulletin boards are also one of the audio visual aids of great educational value. It can serve as a perpetual magazine of the class or the school designed to give the pupils information of direct concern to them and tap their curiosity and desire for knowledge. In the institute's corridor bulletin boards are best observed providing a suitable place for the display of photographs, interesting news, pictures and news stories, cartoons newspaper, magazine clippings etc. Students have been provided the best opportunities to work as a group as a result the classroom atmosphere has gained a new momentum.

Flannel boards can be also be effectively used as an educational aid. Students of the Institute are encouraged to display their creative works on these boards. Different items of S.U.P.W. are displayed on flannel boards and students are asked to stick educational quotations on these boards to arouse their creative interests.

College educational tours are one of the most valuable of audio-visual aids. A college-tour means an out-door lesson. Life in the classroom can cover only a small part of our total life, and in order to make full and well rounded learning, it is must to take the students beyond the college walls and into the community. As per the curriculum, it is necessary to take B.Ed students to an educational tour. These tours supplement and enrich curriculum experiences.

In order to stress upon value based education, great emphasis is laid in the Institute on the use of audio visual aids. Through which it takes every opportunity to help the children to bring out and manifest the talents embedded within, giving direction to the best choices possible.

All the students are supposed to submit their records of teaching aids in the college, this in turn help them in the internal evaluation of them.

7. Resource Required: Charts, models, transparencies, O.H.P., L.C.D. Projector, Slide Projector, Bulletin Boards and Flannel Boards etc.

8. Contact person for further details:

Mr. Jay Prakash Tiwari (I.T. In charge) 9837783032

LIST OF ANNEXURE

Section C: Appendix

- (a) Academic Calendar
 - 1. Mapping of Academic Calendar
 - 2. College Academic Calendar
- (b) Time-Table
 - 1. Class Time Table
- (c) Jiwaji University, Gwalior Syllabus (B.Ed.)
- (d) Copy of Land Deed
- (e) Latest NCTE Approval Letter of B.Ed. & M.Ed.
- (f) JIWAJI University affiliation Letter of B.Ed. & M.Ed.
- (g) Audit Report of last two Academic Year
- (h) Previous Years Result
- (i) Sample of feedback from students for college and course
- (j) Sample of feedback from Students and Teachers
- (k) Sample of feedback of Teaching Practice School.
- (l) Sample of Criticism & observation of Teaching School.
- (m) Sample of feedback from Alumni's
- (n) Photo copy of Annual college magazine 'VAISHNAV'
- (o) Photo copy of prospectors of college.
- (p) Master Plan of the Institution

SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT
GWALIOR (M.P.)

Mapping of Academic Activities of the Institution
SESSION (2014-15)

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

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

**SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT
NIRAWALI, RAIRU GWALIOR**

ACADEMIC CALENDAR 2015-16

S.NO.	DESCRIPTION	DATE
1.	Date of reporting student of first counseling to last counseling	12/06/15-04/07/15
2.	Date of last admission	04/07/15
3.	Start of academic class	07/07/15
4.	Guest lecture on human development	28/07/15
5.	1 st Test examination (1 st sem.)	03/08/15
6.	Academic classes	10/08/15
7.	Workshop on language	27/08/15
8.	Organization of activities programs	07/09/15 - 12/09/15
9.	Academic classes	14/09/15 onwards
10.	2 nd Test examination (1 st sem.)	2/11/15 - 7/09/15
11.	Week for EPCI	16/11/15 - 21/11/15
12.	Picnic	28/11/15 - 30/11/15
13.	Academic classes	07/12/15 onwards
14.	Guest lecture on pedagogy	08/01/16 - 09/01/16
15.	1 st Test examination (2 nd sem.)	01/02/16 - 06/01/16
16.	Workshop on teaching learning material	00/02/16 - 13/02/16
17.	Organization of activities programs	17/02/16 - 20/02/16
18.	Workshop of one week for art & craft in education	14/03/16 - 19/03/16
19.	Academic classes	28/03/16 onwards
20.	2 nd Test examination (2 nd sem.)	25/04/16 - 30/04/16


Principal
Shri Vaishnav Institute of
Technology & Management
Gwalior (M.P.)

(SVITM) Shri Vaishnav Institute of Technology and Management

SAR – Self Appraisal Report

SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT, GWALIOR
B.Ed. Session 2015-17

Time Table: Effect from JULY 2015 to MAY 2016 (Semester-1&2)

Days ↓	10:00 am- 10:30 am	10:30am - 11:15am	11:15am- 12:00 am	12:00 am- 12:45 pm	12:45- 1:15	1:15pm 2:00pm	2:00pm- 2:45pm	2:45pm- 3:30 pm	3:30 pm-4:00pm
Period →	Assembly	CC1: CHILDHOOD AND GROWING UP	CC2: EDUCATION IN INDIA- STATUS, PROBLEMS AND ISSUES	CC3: LANGUAGE ACROSS THE CURRICULUM	R E C E S S	CC4: CURRICULUM DEVELOPMENT & SCHOOL	EPC 1 READING AND REFLECTING ON TEXTS	COMPUTER LAB	Assignment of CC1
Mon		..	..	..		..	..	..	..
Tues		..	..	..		..	..	..	Assignment of CC2
Wed		..	..	..		..	..	SPORTS (PTI)	..
Thurs	PRAYER/NEWS/VIEWS/ NATIONAL ANTHEM	..	..	library		..	..	..	Assignment of cc3
Fri		..	..	..		Assignm ent of CC4	..	library	..
Sat		..	..	..		..	..	Co- Curricu lar Activit ies	Co-Curricular Activities

Principal

Dr. Yojana Shrivastava

(SVITM) Shri Vaishnav Institute of Technology and Management

Gwalior (M.P.)

SVITM COLLEGE GWALIOR

Bachelor of Education (B.Ed.) Total Number of Seats – 2 Unit i.e. 100

Admission Eligibility : B.Ed. Exam

Duration : 2 year

Reservation : As per the rules of govt. of M.P.

Selection Procedure : Through MP Online counseling or strictly on the basis of merit marks obtained in B.Ed. Examination.

Fee Structure : As per the rules of govt. of M.P.

B.Ed. SYLLABUS**SEMESTER – I**

Course/paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
Group A: Core Course				
CC 1: Childhood & Growing Up	6	100	25	75
CC 2: Education in India- Status, Problems, and Issues	6	100	25	75
CC 3: Language across the curriculum- Part 1	4	50	15	35
CC 4: Curriculum Development & School	6	100	25	75
EPC 1 Reading and Reflecting on Texts	2	50	20	30
Total		400	110	290

Note: 1. Assignments & tasks for Courses 1,2,3,4.

SEMESTER – II

Course/paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
Group B: Core Course				
CC 1: Learning & Teaching	6	100	25	75
2: PC (I) Pedagogy of a School Subject-part 1 (Subject: Science- Biology/Math/Social Science, Language- Hindi/English/Urdu/Sanskrit/other Regional-specific languages)	6	100	25	75
3: PC (II) pedagogy of a school Subject-part 2: Subject Knowledge and the Related Pedagogic Dimensions (Subject: Science- Chemistry/Physics/History/Civics/Geography/Economics/Commerce)	6	100	25	75
4: language across the curriculum part-2	4	50	15	35
EPC 2 Drama & Art in Education	2	50	20	30
Total		400	110	290

Note: 1. Assignments & tasks for Courses 1,2,3,4.

SEMESTER – III

Course/paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
Group A: Core Course				
CC 1: Pedagogy of a School Subject (Part II)		50	15	35
2: School Internship		350	150	200
3: EPC 1 – Educational Psychology Practical		50	10	40
Total		450	175	275

Note: 1. Twenty weeks-

Four weeks- Practice Training & Sixteen weeks- Internship school

INTERNSHIP IN TEACHING

The activities and the allotment of marks for internship in teaching in each method of teaching school subjects are as following

SR. NO.	PARTICULARS	SEMESTER III MARKS
01	Micro Teaching under Simulated conditions (Eight Skills)	(16*3) = 48
02	Lesson Planning (Practice Teaching)	100
03	Execution of the lesson in the actual classroom situation & School work	100
04	Unit Plan	40
05	Unit test administration on Evaluation and Interpretation	40
06	Resource unit/Instructional kit/Workbook/Working models.	12
07	Observation Records	10
	TOTAL	350

SEMESTER – IV

Course/paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
Group B: Core Course				
CC 1: Gender, School & Society	6	100	25	75
2: Educational Technology & ICT	6	100	25	75
3: Creating an Inclusive School	6	100	25	75
4: Optional Courses: (Any One of the Subject mentioned below)	6	100	25	75
A – Value Education				
B – Futurology in Education				
C – Health and Physical Education				
D – Guidance and Counseling in School				
E – Environmental Education				
F – Action Research				
EPC 3: Understanding the Self	2	50	20	30
EPC 4: Understanding of ICT	2	50	20	30
TOTAL		500	140	360

Note: 1. Assignments & tasks for Courses 1,2,3,4.

SYLLABUS

Bachelor of Education (B.Ed.) Course

Compulsory Paper

Semester – I

CC 1: Childhood & Growing Up

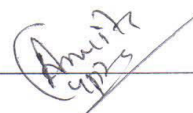
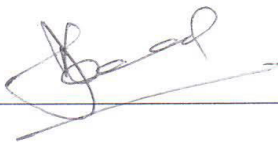
Objectives: •

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.
- To develop a sensitive and critical understanding of the different social/educational/cultural/political realities at the core of the exploration into childhood.
- To build an interdisciplinary frame work to interpret, analyse observations and interactions from cross culture psychology.
- To develop critical deconstruction of significant events that media highlights and creates during childhood
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To develop the power to interpret how gender caste and social class may impact the lived experience of children.

CONTENT

Unit 1: Perspectives in Development

- Concept , Meaning ,Scope and Function and Educational Psychology
- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? ; Socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget



CC 2. Education in India- Status, Problems and Issues

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
- To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

CONTENT

UNIT 1: Concept of Education –

- Indian and Western. Aims of Education; Functions of Education.
- Education as an instrument of Social Control, Social Change,
- Preservation of Cultural Heritage and Values.
- School and the society, Culture and Education, School as a Social System. Agencies of Education – Informal, Formal and Non-formal .

UNIT 2: Salient Features of Ancient Indian Education –

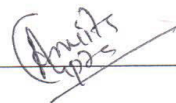
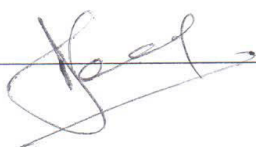
- Vedic, Buddhist, Islamic
- Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Education.
- Efforts towards evolving a national system of Education.

Unit -3: Secondary Education

- General Aims and Objectives of Secondary Education and Structure., Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,
- Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) KSEEB with respect to curriculum.4) Examination System etc.,
- Secondary School Teacher – Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- Role of Secondary school teacher in Emerging India.

Unit - 4: Teacher Education and Secondary School Curriculum

- Status, Aims and Objectives of Teacher Education in India.



CC 3. Language across the curriculum – Part 1

Objectives

- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Course outline

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

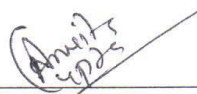
- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.
Suggested Activities
- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)



CC 4. Curriculum Development & School

OBJECTIVES:

CREDITS: 3

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

CONTENT:

UNIT I:

- Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books –their interrelationship. Issues and problems of existing curriculum.

UNIT II:

- Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.

UNIT III:

- Steps of Designing different Curriculum. Selection, Gradation and Organisation of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

UNIT IV: PRACTICALS

- Evaluation of B.Ed. Curriculum
- Designing a Curriculum in a given condition
- Reviewing of Syllabus/Books

REFERENCES

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.
- Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.



Second Semester CC 1: Learning & Teaching

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

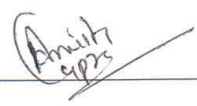
- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge' :
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self



CC 2. Pedagogy of a School Subject – Part 1

Hindi (A)

Objectives : Upon completion of the course, the student-teachers will be able to:

1. Appreciate the importance of teaching Hindi as a second / third Language.
2. Help the Students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basic skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching .
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

- Meaning and concept of language.
- Nature and importance of language
- Three language formula and Hindi
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India
 - a. In the constitution
 - b. In the life of Indian people
- Aims of teaching Hindi as a second / third language.
- Functional aims of Hindi Teaching.
- Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- Instructional objectives with practical -- Theoretical background Writing of instructional objectives of Hindi Teaching
- Modification of Objectives in terms of behavioural changes.

Unit 2 : Planning Lessons, Resource Units, Unit Plan, Drill Lessons

- Planning of prose, poetry and Grammar lessons.
- Processing of lesson notes and micro lesson plans.
- Meaning and importance of a Unit plan and administration.
- Resource Units – Use and implications.
- Plan and process of lessons in Practice teaching.



CC 4. Language across the curriculum – Part 2

Objectives

- It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.
- They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
- Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

UNIT 1: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

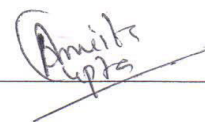
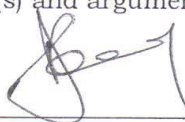
- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the institute library)
- Scanning, skimming and extracting relevant information from the books by making notes
 - Collating notes and organising information under various sub-headings
 - Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions.

UNIT 2: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Reading for discerning the theme(s) and argument of the essay (guided



**Third Semester
CC1 Pedagogy of a School Subject part 2**

Objectives:

1. To enable Students to responds to a variety of Maxims of Teaching.
2. To develop the teaching skills of Students.

Course Content:

Unit I- Maxims of Teaching and Micro Teaching

Meaning , Nature and Types of Maxims of Teaching

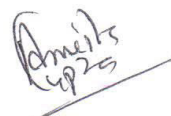
Meaning , Definition, Principles of Micro Teaching

Micro Teaching Cycle, Process of Micro Teaching

Advantages , limitations and uses of Micro Teaching

Unit II- TEACHING SKILLS

- 1) Introduction Skill
- 2) Fluency in Questioning
- 3) Probing Question
- 4) Explaining
- 5) Illustrating and use of Examples
- 6) Teacher's silences and Non Verbal Cues
- 7) Lecturing
- 8) Reinforcement
- 9) Stimulus variation
- 10) Black board
- 11) Effective Communication
- 12) Recognizing and Attending Behaviours
- 13) Self Induction
- 14) Classroom Management
- 15) Planned repetition
- 16) Achieving Closure



Fourth Semester CC 1 Gender, School and Society

Course Objectives:

To enable the Student Teacher to:

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
3. To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
4. To help student teachers to develop abilities to handle notion of gender and sexuality.

Course Contents:

UNIT I Gender Issues: Key Concepts

1. The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
2. Unequal access of education to girls; access to schools; gender identity construction at home and in society.
3. Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.

UNIT II Gender Challenges and Education

4. Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.
5. Representation of gendered roles, relationships and ideas in textbooks and curricula.
6. Schools nurture or challenge creation of young people as masculine and feminine selves.

UNIT III Gender Issues and Role of Teacher

7. Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)



CC 2. Educational Technology & ICT

Objectives: Upon the completion of the course the student-teachers will able to:

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its Organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

CONTENT

Unit 1 : Fundamentals of Computer

- 1.1 History and Generations of Computer
- 1.2 Meaning, Definition and Characteristics of Computer
- 1.3 Basic Functions of Computer - Input-Process-Output Concepts
- 1.4 Anatomy of Computer
- 1.5 Classification of Computers:
 - 1.5.1 Based on size and capacity (Micro, Mini, Mainframe and Super Computers.)
 - 1.5.2 Based on working principle (Analog, Digital and Hybrid Computers.)

Unit 2: Computer Organization: Hardware and Software

- 2.1 Input Devices:
 - 2.1.1 Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board
- 2.2 Central Processing Unit:
 - Arithmetic and Logic Unit, Control Unit and Memory Units.
- 2.3 Memory Devices (Storage devices):

CC3: CREATING AND INCULSIVE SCHOOL

Objectives:

On completion of the Course the Student Teacher will be able to :

1. Identify the children of special needs.
2. Understand the nature of special needs their psychoeducational characteristics and functional limitation.
3. Familiarize with assessment and placement procedure for children with special needs.
4. Develop understanding about accommodating special needs in regular classroom.
5. Appreciate the education of children with special needs.

Course Content:

Unit 1- Special needs and education

- Concept and types of special needs.
- education of children with special needs and its implecation for universilisation of elementary education.
- understanding and respecting diversity.
- trends of education for children with special need in india.
- policies schemes and legislations about the education of children with special educational needs.

Unit 2- nature ,types and characterstics of children with special needs

- -psycho-social and educational characterstics functional limitations with reference to-
- locomoter impairment
- hearing impairment
- visual impairment
- learning disability
- gifted and disadvantaged children
- mental retardation and slow learners.

Unit III- Inclusive Education

*(Amir's
yp2s)*

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CC 4. Optional Course:

(Any One of the Subject mentioned below)

Value Education

Objectives: Upon completion of the course the student-teachers will be able to:

1. Understand the concept and types of values.
2. Understand the meaning and basic-theories of axiology.
3. Get an insight into the strategies of inculcation of values among children.
4. Develop awareness about the different agencies working in the sphere of value education.
5. Develop skills and techniques needed to teach value education.
6. Understand the role of the teacher in value education.


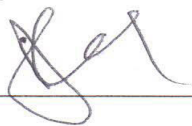
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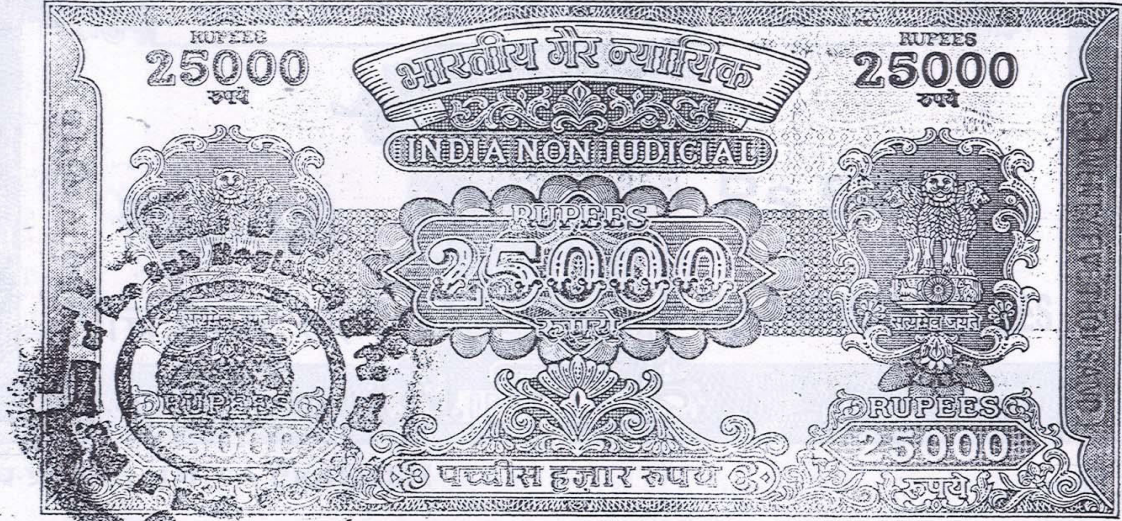
Unit 1: Introduction to Values

- 1.1 Values: Concept, Nature, Types and Significance
- 1.2 Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values
- 1.3 Contemporary Values in Indian Context
 - 1.3.1 Panchakosha Theory of Values
 - 1.3.2 Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Non-Violence
 - 1.3.3 Contemporary Values – Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit 2: Strategies of Inculcation of Values

- 2.1 Sources of Value Education – Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- 2.2 Techniques of Inculcating Values in Life





मध्य प्रदेश MADHYA PRADESH

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लिखित विक्रय पत्र 3,35,000/-- तीन लाख पैंतीस हजार रुपये



मुद्रांक शुल्क	26,800.00	रुपये
पंचायत शुल्क	3,350.00	रुपये
उपकर	1,350.00	रुपये

योग 31,500.00 रुपये

रक्षा सेना झंडा दिवस



7 दिसम्बर - 2006 - 7 DECEMBER
ARMED FORCES FLAG DAY

यहकि, विक्रीत कृषि भूमि सिंचित रकवां 0.08 है० का बाजार मूल्य 4,000/- चौसठ हजार रुपया है एवं कृषि भूमि पडत रकवा 0.51 है० का मूल्य 2,71,000/- दो लाख इकहत्तर हजार रुपया है । पटवारी हल्का कमांक 31 राजस्व निरीक्षक मण्डल कमांक 2 लश्कर विकास खण्ड घाटीगॉव (बरई), भू-अधिकार पुस्तिका कमांक एम०-110564 है । विक्रीत कृषि भूमि रोड से लगभग 500 फुट दूर स्थित है । विक्रीत कृषि भूमि संघीय गणराज्य भारत केन्द्रीय सरकार एवं मध्य प्रदेश राज्य सरकार की किसी भी योजना हेतु प्रस्तावित अथवा अधिग्रहीत नहीं है ।

यहकि, इस हस्तांतरण विषयक न्यायालयीन रजिस्ट्रार मध्य प्रदेश अथवा प्रशासनिक रोक आदेश पारित नहीं है ।

YASH SAMAJ SEWA
SECRETARY

कमश : 2



मध्य प्रदेश MADHYA PRADESH

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विक्रेतागण : 1. श्रीमती विमला बाई पत्नी स्व० श्री निरंजन,
2. सातेनु, 3. अजीत, अवयस्कगण पुत्रगण स्व० श्री निरंजन
जाति रावत व सरपरस्त माता श्रीमती विमला बाई पत्नी
स्व० श्री निरंजन निवासीगण ग्राम निरावली परगना व
जिला ग्वालियर, म०प्र० ।

केता : यश समाज सेवी संस्था, ई-16 पीताम्बरास्टेट इन्द्रमणी
नगर, नगर ग्वालियर परगना व जिला ग्वालियर द्वारा
सचिव महेन्द्र पाल सिंह कुशवाह पुत्र श्री आर०एस०
कुशवाह, निवासी ई-16 पीताम्बरा स्टेट इन्द्रमणी नगर,
नगर ग्वालियर परगना व जिला ग्वालियर, म०प्र० ।

यहकि, हम विक्रेतागण की अचल सम्पत्ति की कृषि भूमि खेत किता 7 कुल
रकवा 0.59 है० स्थित ग्राम निरावली परगना व जिला ग्वालियर में है । वर्णित
कृषि भूमि पर शासकीय राजस्व कागजात में हम विक्रेतागण का नाम बहैसिथत
भूमि स्वामीगण अंकित है ।

यहकि, वर्णित कृषि भूमि आज दिनांक तक एक मात्र हम विक्रेतागण के
स्वामित्व, स्वत्व एवं आधिपत्य की है कि जो वर्तमान समय तक हर प्रकार के ऋण,
भार, वाद-विवाद आदि से साफ व स्वच्छ हैं तात्पर्य यह है कि वर्णित कृषि भूमि
आज दिनांक तक कहीं बंधक, विक्रय, दान अथवा अन्य किसी भी प्रकार से
हस्तांतरित नहीं है और उस पर किसी बैंक, वित्तीय संस्था का कोई ऋण भार
आदि नहीं है एवं किसी न्यायालयीन जमानत या गारंटी आदि का भार नहीं है तथा
हम विक्रेतागण के भाग में मेरे सिवाय अन्य कोई भागीदार आदि नहीं है । वर्णित
कृषि भूमि हम विक्रेतागण को हर प्रकार से हस्तांतरित करने का पूर्ण वैधानिक
अधिकार प्राप्त है ।

कमश : 3

YASH SAMAJ SEWA

SECRETARY



मध्य प्रदेश MADHYA PRADESH

॥ 3 ॥

A 015150

यहकि, कारण कि हम विक्रेतागण को धन की आवश्यकता होने से एवं केता द्वारा पर्याप्त उचित बाजार मूल्य दिये जाने से वर्णित कृषि भूमि केता को कतई विक्रय करना स्वीकार है कि जिसका स्पष्ट व पूर्ण विवरण निम्न प्रकार है ।

सर्वे क्रमांक	रकवा	लगान
236	0.08 है०	मु० रेट
289	0.06 है०	मु० रेट
313	0.25 है०	मु० रेट
346	0.04 है०	मु० रेट
349	0.09 है०	मु० रेट
354	0.03 है०	मु० रेट
355	0.04 है०	मु० रेट
कुल योग - 7	0.59 है०	उपरोक्तानुसार

यहकि, उपरोक्त वर्णित खेत किता 7 कुल रकवा 0.59 है० कृषि भूमि सिंचित एवं पडत को मय कुल स्वत्वों व दायित्वों सहित प्रतिफल 3,35,000/- तीन लाख पैंतीस हजार रुपया में बहक यश समाज सेवी संस्था, ई-16 पीताम्बराहस्टेट इन्द्रमणी नगर, नगर ग्वालियर परगना व जिला ग्वालियर द्वारा सचिव महेन्द्र पाल सिंह कुशवाह पुत्र श्री आर०एस० कुशवाह केता को कतई विक्रय करते हैं और विक्रय धनराशि सम्पूर्ण 3,35,000/- तीन लाख पैंतीस हजार रुपया नगद पंजीयन के समय श्रीमान उप पंजीयक महोदय ग्वालियर के समक्ष केता से प्राप्त कर लिये है । अब या भविष्य में कुछ भी लेना शेष नहीं रहा । यदि भविष्य में हम विक्रेतागण या हमारी संतान या अन्य किसी उत्तराधिकारीगण द्वारा कोई आपत्ति कम विक्रय धनराशि प्राप्त करने या कतई न प्राप्त करने अथवा वर्णित विक्रीत कृषि भूमि या उसके किसी भाग के संबंध में उठाई जावें तो वह इस लिखतम विक्रय पत्र के समक्ष मिथ्या व अमान्य होगी ।

कमश

4



मध्य प्रदेश MADHYA PRADESH

॥ 4 ॥

A 015151

यहकि, वर्णित विक्रीत कृषि भूमि पर क्रेता को भौतिक आधिपत्य प्रदान कर दिया है कि जो क्रेता ने आधिपत्य प्राप्त कर लिया है । अब क्रेता को अधिकार है कि वह विक्रीत कृषि भूमि की दशा परिवर्तित करें, स्वेच्छानुसार उपयोग में लावें, अथवा आवश्यकतानुसार बंधक विक्रय दान आदि सभी प्रकार से हस्तांतरित करें तात्पर्य यह है कि वर्णित विक्रीत कृषि भूमि पर जो स्वामित्व विषयक स्वत्वाधिकार एवं सुखाधिकार हम विक्रेतागण को प्राप्त हैं वे आज दिनांक निष्पादन विक्रय पत्र से क्रेता को प्राप्त हो गये ।

यहकि, वर्णित विक्रीत कृषि भूमि पर कोई लगान या कर आदि बकाया नहीं है यदि बकाया होगा तो दिनांक निष्पादन विक्रय पत्र तक अदा करने का उत्तरदायित्व हम विक्रेतागण पर होगा । अब क्रेता को अधिकार है कि वह वर्णित विक्रीत कृषि भूमि पर शासकीय राजस्व कागजात में अपना नाम बहसियत भूमि स्वामी अंकित करवाकर भविष्य के लगान व कर आदि अदा करें । चालू साल तक लगान बेबाक है ।

यहकि, वर्णित विक्रीत कृषि भूमि हर प्रकार से विवादहीन है यह पूर्ण विश्वास हम विक्रेतागण ने क्रेता को दिलाया है । यदि हम विक्रेतागण के किसी स्वामित्व विषयक स्वत्वाधिकार की त्रुटि एवं न्यूनता के कारण वर्णित विक्रीत कृषि भूमि या उसका कोई भाग क्रेता के स्वामित्व एवं आधिपत्य से निकल जावे या क्रेता को कोई ऋण भार कर लगान क्लेम आदि अदा करना पड़े तो उसका समस्त उत्तरदायित्व हम विक्रेतागण पर होगा और क्रेता को अधिकार होगा कि वह अपना धन मय ब्याज व्यय सहित विधिवत हम विक्रेतागण से एवं हमारी अन्य हर प्रकार की चल व अचल सम्पत्ति से वसूल कर लेंगे इसमें हम विक्रेतागण व हमारी संतान या अन्य किसी उत्तराधिकारीगण को कोई आपत्ति नहीं होगी ।

कमरा : 5



मध्य प्रदेश MADHYA PRADESH

॥ 5 ॥

A 015152

अतएव यह लिखतम विक्रय पत्र हम विक्रेतागण ने अपनी स्वेच्छा से स्वस्थ चित्त अवस्था में सदभावना पूर्वक लेखबद्ध करवाकर पढ़ सुन व समझकर निष्पादन कर दिया कि प्रमाण होकर समय पर काम आवें ।

इति दिनांक : 05.01.2007

प्रारूप द्वारा : पं० ज्ञान प्रकाश बुकौलिया, दस्तावेज लेखक

हस्ताक्षर केता

हस्ताक्षर विक्रेतागण

स्वयं तथा बहैसियत सरपरस्त

अवयस्कगण, पुत्रगण सातेनु एवं अजीत

हस्ताक्षर गवाहान :-

1.

नाम धन सिंह
पिता का नाम श्री मुंशी सिंह रावत
निवासी - ०५. निरावली पश्चिम व.क. देवा.

2.

नाम - दामोदर सिंह
पिता का नाम श्री विपु राज सिंह सोहंरी
निवासी - ०५. निरावली पश्चिम व.क. देवा.

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

पश्चिम क्षेत्रीय समिति



गुरुर्गुरुतमो घाम
NCTE

National Council For Teacher Education

(A Statutory Body of the Government of India)

Western regional Committee

F.No. WRC/APW00674/223205/2015/ 148687

Date: 31.5.15

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

Revised Order

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. And whereas, the **SHRI VAISHNAV INSTITUTE OF TECHNOLOGY & MANAGEMENT, PLOT/KHASRA NO. 313, A.B. ROAD BY PASS, VILLAGE: NIRAWALI, POST OFFICE: BARAUIA, TEHSIL/DISTRICT: GWALIOR- 474006, MADHYA PRADESH** by affidavit date 24.01.2015 has consented to come under new Regulations and sought for two basic units in **B.Ed**, which require additional facilities.

3. And whereas, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely:-

- I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

4. Now therefore, in the light of the above and in accordance with the **NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to SHRI VAISHNAV INSTITUTE OF TECHNOLOGY & MANAGEMENT, PLOT/KHASRA NO. 313, A.B. ROAD BY PASS, VILLAGE: NIRAWALI, POST OFFICE: BARAUIA, TEHSIL/DISTRICT: GWALIOR- 474006, MADHYA PRADESH for conducting B.Ed programme of two years duration with an annual intake of 100 students (two basic units of 50 students each) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.**

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

मानस भवन, श्यामला हिल्स, भोपाल-462002

Manas Bhawan, Shyamla Hills, Bhopal-462002

दूरभाष/ Phone: 0755-2739672, 2660915, 2660379, 2660372 फेक्स/ Fax: 0755-2660912

Email: wrc@ncte-india.org Website : www.nctewrc.co.in
NCTE HQrs. Website : www.ncte-india.org

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

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

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

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993.

II. Recognition order Dated 07.07.2004, 29.08.2008, 27.08.2013 (Shifting) be treated as cancelled from the date of issue of this revised order.

By Order,

(Sunil Shrivastava)
Regional Director

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

Copy to:

1. THE PRINCIPAL, SHRI VAISHNAV INSTITUTE OF TECHNOLOGY & MANAGEMENT, PLOT/KHASRA NO. 313, A.B. ROAD BY PASS, VILLAGE: NIRAWALI, POST OFFICE: BARAUIA, TEHSIL/DISTRICT: GWALIOR- 474006, MADHYA PRADESH.
2. THE SECRETARY, YASH SAMAJ SEWA SANSTHAN, PLOT NO. 313, A.B. ROAD BY PASS, VILLAGE: NIRAWALI, POST OFFICE: BARAUIA, TEHSIL/DISTRICT: GWALIOR- 474006, MADHYA PRADESH.
3. The Secretary, Higher Education, Government of Madhya Pradesh, Mantralaya, Bhopal- 462011, Madhya Pradesh with a request to update the recognized list with the recognition/withdrawal orders issued by WRC time to time from the copy of order endorsed to you.
4. THE REGISTRAR, JIWAJI UNIVERSITY, GWALIOR, MADHYA PRADESH.
5. The Secretary, Department of School Education & Literacy, Ministry of Human Resource Development, Government of India, Shastri Bhawan, New Delhi-110001.
6. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing- II, 1, Bahadurshah Zafar Marg, New Delhi - 110002
7. The Under Secretary (Computer Section), National Council for Teacher Education, Hans Bhawan, Wing- II, Bahadurshah Zafar Marg, New Delhi - 110002.
8. The Computer Programmer, Computer Section, WRC, NCTE, Bhopal.
9. Office Order file/institution no. APW00674/223205


Regional Director

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति



National Council For Teacher Education
(A Statutory Body of the Government of India)
Western regional Committee

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

F.No.WRC/APW05303/225072/(M.P.)/2015/ 147721

Date: 31.5.15

Revised Order

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. AND WHEREAS, the SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT, RUN BY- YASH SAMAJ SEWA SANSTHA, SVITM COLLEGE, NIRAWALI, GWALIOR, MADHYA PRADESH, by affidavit dt. 24.01.2015 has consented to come under new Regulations and sought for one unit of 50 seats in **M.Ed**, which require additional facilities

3. AND WHEREAS, it has been decided to permit the institution to have one unit of 50 seats subject to the institution fulfilling following conditions namely,

- I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- II. The applicant-institution for additional unit will be required to submit the required documents such as la-1 documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved S. List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

4. **NOW THEREFORE**, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT, RUN BY- YASH SAMAJ SEWA SANSTHA, SVITM COLLEGE, NIRAWALI, GWALIOR, MADHYA PRADESH for conducting M.Ed programme of two years duration with an annual intake of 50 students (one unit) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

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

Cont.....2

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Manas Bhawan, Shyamla Hills, Bhopal-462002

दूरभाष/ Phone: 0755-2739672, 2660915, 2660379, 2660372 फेक्स/ Fax: 0755-2660912

Email: wrc@ncte-india.org Website : www.nctewrc.co.in

NCTE HQrs. Website : www.ncte-india.org

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

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

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993.

8. Recognition order dated 29.08.2008 be treated as cancelled from the date of issue of this revised order.

By Order,

(Sunil Shrivastava)
Regional Director

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

Copy to:

1. The Principal, SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT, RUN BY- YASH SAMAJ SEWA SANSTHA, SVITM COLLEGE, NIRAWALI, GWALIOR, MADHYA PRADESH.
2. The Secretary, YASH SAMAJ SEWA SANSTHA, E-16/3, PITAMBARA ESTATE, INDRAMANI NAGAR, PARGANA, GWALIOR, Madhya Pradesh.
3. The Registrar, JIWAJI UNIVERSITY, MAHALGAON, GWALIOR, MADHYA PRADESH.
4. The Commissioner, Department of Higher Education, Government of Madhya Pradesh Satpura Bhawan, Bhopal, M.P.
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
6. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.
7. The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal.
8. Office Order file/institution No.APW05303/225072


Regional Director

जीवाजी विश्वविद्यालय, ग्वालियर

समस्त पत्र व्यवहार कुलसचिव जीवाजी विश्वविद्यालय के नाम से ही किया जावे न कि किसी अन्य पदाधिकारी के नाम से।
सम्बन्धित विषय पर यदि पूर्व में पत्र व्यवहार हुआ हो तो पत्र क्रमांक एवं दिनांक अवश्य लिखा जावे जिससे सहिया हो।



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प्रेषक :
कुलसचिव,
जीवाजी विश्वविद्यालय
ग्वालियर

क्रमांक : एफ/सम्बद्धता/2016/3097

दिनांक : 11-06-2016

// अधिसूचना //

विश्वविद्यालय अधिनियम 1973 की धारा 26(i)(v) एवं 24(xii) के अन्तर्गत कार्यपरिषद् की बैठक दिनांक 20 मई, 2016 के पद क्रमांक (39) के निर्णयानुसार श्री वैष्णव इंस्टीट्यूट ऑफ टेक्नोलॉजी एण्ड मैनेजमेंट, ग्वालियर को सत्र 2016-17 के लिये प्रस्तावित/संचालित बी.एस., एम.एस. पाठ्यक्रम के लिये अस्थाई सम्बद्धता प्रदान की जाती है।

निरीक्षण समिति द्वारा अंकित टीप :-

- परिनियम 28(17) के अन्तर्गत स्थायी शिक्षकों की नियुक्ति की जाए।

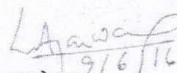
नोट:- समस्त कमियों को दूर करने एवं अनुपालन रिपोर्ट जमा करने की अंतिम तिथि 15 अक्टूबर 2016

आदेशानुसार


कुलसचिव

प्रति,

- प्राचार्य, श्री वैष्णव इंस्टीट्यूट ऑफ टेक्नोलॉजी एण्ड मैनेजमेंट, ग्वालियर।
- सचिव, राष्ट्रीय अध्यापक शिक्षा परिषद्, मानस भवन, श्यामला हिल्स, भोपाल।
- आयुक्त, मध्यप्रदेश शासन, उच्च शिक्षा विभाग, सतपुड़ा भवन, भोपाल।
- क्षेत्रीय अतिरिक्त संचालक, मध्यप्रदेश शासन, उच्च शिक्षा विभाग, ग्वालियर-चंबल संभाग, मोती महल परिसर, ग्वालियर।
- उप-कुलसचिव (परीक्षा/गोपनीय) जीवाजी विश्वविद्यालय, ग्वालियर।
- परीक्षा नियंत्रक, जीवाजी विश्वविद्यालय, ग्वालियर की ओर सूचनाएं एवं आवश्यक कार्यवाही हेतु।


9/6/16

डायरेक्टर,
महाविद्यालयीन विकास परिषद्

AUDIT REPORT

BUDGET ALLOCATION & UTILIZATION IN THE LAST THREE YEARS FOR THE MAINTENANCE

HEAD	2012-13		2014-15	
	Allocation (In Rs.)	Utilization (In Rs.)	Allocation (In Rs.)	Utilization (In Rs.)
Salary	2,400,000.00	2,406,550.00	2,675,000.00	2,671,260.00
Building and Maintenance	270,000.00	271,338.00	70,000.00	72,098.00
Library	100,000.00	101,967.00	30,000.00	30,963.00
Laboratory Equipments	250,000.00	252,719.00	10,000.00	12,462.00
Furniture	150,000.00	158,971.00	5,000.00	5,200.00
Computers	48,000.00	47,420.00	35,000.00	36,835.00
Sports and other Activities	12,000.00	12,933.00	35,000.00	36,790.00
Bank Loan Repayments	1,200,000.00	1,191,118.00	1,225,000.00	1,228,807.00
Miscellaneous Expenditure	650,000.00	650,837.00	8000,000.00	815,500.34
Total Budget	5,080,000.00	5,093,853.00	4,885,000.00	4,909,915.34

CERTIFIED BY-

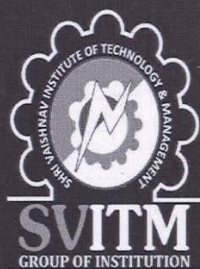
ROHIT RAJU & ASSOCIATES

Chartered accountants



(ROHIT VIJAYWARGIYA)

Partner



SHRI VAISHNAV INSTITUTE OF TECHNOLOGY & MANAGEMENT

Approved by : NCTE, MP Higher Education Govt. of Madhya Pradesh
Affiliated to Jiwaji University Gwalior (M.P.)

	Result of Previous Session				
	Summary of Result				
Result (session)	2010-11	2011-12	2012-13	2014-15	
More than 70%	77	16	69	86	
In between 60% to 69%	NIL	NIL	NIL	08	
Below 60 %	NIL	NIL	NIL	NIL	
Fail	05	NIL	25	02	
Absent	NIL	NIL	03	02	
Total Approval	82	16	97	96	

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Gwalior (M.P.)

[Signature]
Principal
Shri Vaishnav Institute of
Technology & Management
Gwalior (M.P.)

SAR – Self Appraisal Report

SAR – Self Appraisal Report

Sample Questionnaires for Feedback from Students

Affiliated/Constituent Colleges

Questionnaire No. 1

College SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT

Programme: B. Ed.

Department : B. Ed.

Semester/Term/Year: 2014-15

Students are required to rate the courses on the following attributes using the 4 – point scale shown. The format given is for one course. Do the same for other courses on separate page.

4.00 3.00 2.00 1.50 0.0

A	B	C	D
↓	↓	↓	↓
Very Good	Good	Satisfactory	Unsatisfactory

Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any			✓	
2. Extent of coverage of course		✓		
3. Applicability/relevance to real life situations			✓	
4. Learning value (in terms of knowledge, concepts, manual broadening perspectives)		✓		
5. Clarity and relevance of textual reading material	✓			
6. Relevance of additional source material (Library)	✓			
7. Extent of effort required by students		✓		
8. Overall rating		✓		

Yojana
Principal
Shri Vaishnav Institute of
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Gwalior (M.P.)

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Questionnaire No. 2

College SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT

Student Feedback on Teachers

Department : B.Ed.

Semester/Term/Year : 20/4-15

Please rate the teacher on the following attributes using the 4 – point scale shown

4.00 3.00 2.00 1.50 0.0

A	B	C	D
---	---	---	---

↓ ↓ ↓ ↓

Very Good Good Satisfactory Unsatisfactory

Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)		✓		
3. Sincerity/Commitment of the teacher		✓		
4. Interest generated by the teacher			✓	
5. Ability to integrate course material with environment/other issues, to provide a broader perspective			✓	
6. Ability to integrate content with other courses			✓	
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		✓		
8. Ability to design quizzes / tests / assignments / examinations and projects to evaluate students understanding of the course			✓	
9. Provision of sufficient time for feedback	✓			
10. Overall rating	✓			

Yojana
Swastika

Principal
Shri Vaishnav Institute of
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Gwalior (M.P.)

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Questionnaire No. 3

College SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT

Student's overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Department :

Course :

Teacher :

Year :

Your responses will be seen only after your course results have been finalized and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

- a) ☒ adequate b) ☐ inadequate
c) ☐ challenging d) ☐ dull

2. Background for benefiting from the course was

- a) ☐ more than adequate b) ☒ adequate
c) ☐ inadequate d) ☐ cannot say

3. Was the course easy or difficult to understand ?

- a) ☒ easy b) ☐ manageable
c) ☐ difficult d) ☐ very difficult

4. How much of the syllabus was covered in the class?

- a) ☒ 85 to 100% b) ☐ 70 to 85%
c) ☐ 55 to 70% d) ☐ less than 55%

5. what is your opinion about the library material and facilities for the course?

- a) ☐ more than adequate b) ☒ adequate
c) ☐ inadequate d) ☐ very poor


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6. To what extent were you able to get material for the prescribed readings?

- ☒ a) Easily ☐ b) with some difficult
☐ c) not available at all ☐ d) with great difficult

7. How well did the teacher prepare for the classes?

- ☒ a) thoroughly ☐ b) satisfactorily
☐ c) poorly ☐ d) indifferently

8. How well was the teacher able to communicate?

- ☒ a) Always effective ☐ b) sometimes effective
☐ c) just satisfactorily ☐ d) generally ineffective

9. How for the teacher encourages student participation in class?

- ☒ a) mostly yes ☐ b) sometimes
☐ c) not at all ☐ d) always

10. If yes, which of the following methods were used?

- ☐ a) Encouraged to raise questions ☒ b) get involved in discussion in class
☐ c) encourage discussion outside class ☐ d) did not encourage

11. How helpful was the teacher in advising?

- ☒ a) very helpful ☐ b) sometimes helpful
☐ c) not at all helpful ☐ d) did not advise

12. The teacher's approach can best be described as

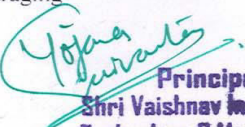
- ☒ a) Always courteous ☐ b) sometimes rude
☐ c) always indifferent ☐ d) cannot say

13. Internal assessment was

- ☒ a) Always fair ☐ b) sometimes unfair
☐ c) Usually unfair ☐ d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

- ☒ a) Helps to improve ☐ b) discouraging


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- c) no special effect d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- a) Regularly/in time ☒ b) with helpful comment
c) often/late d) without any comments

16. Were your assignments discussed with you?

- ☒ a) yes, fully b) yes, partly
c) not discussed at all d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning ?

- ☒ a) yes b) no

if yes, was it helpful

- ☒ a) yes b) no

18. if you have other comments to offer on the course and suggestions for the teacher you

May do so in the space given below or on a separate sheet.

Course-I

I am fully satisfied.

Parameters	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Extent of coverage of course	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Applicability/relevance to real life situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Learning value (in knowledge, concept broadening perspective)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Clarity and relevance of textual/teaching material	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Relevance of additional source material (Library)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Extent of effort required by students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Overall rating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Seen

Yojana Dwivedi
Principal
Shri Vaishnav Institute of Technology & Management
Gwalior (M.P.)

SAR (SELF APPRAISAL REPORT)

SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT
NIRAWALI, RAIRU

Criticism lesson

Name of student Ajay Kumar
Class B.Ed Sec. A Subject History
Topic taught Rani Laxmi Bai

• **Presentation**

1. BB Writing Good
2. Expression ok
3. Voice according to class
4. Speed normal
5. Question distribution ok
6. Pronunciation correct

• **Preparation**

1. Lesson Planning in proper way
2. Writing & Spelling ok
3. Material used proper aids are used
4. Sketching Good
5. Demonstration ok

• **Personal Qualification**

1. Confident Good
2. Sincere yes
3. Resourceful yes
4. Painsstaking NO
5. Lesson was taught successfully / not successfully ✓

• **Opinion**

Grade ☒ A ☐ B ☐ C

Yojana Swamish
Principal
Shri Vaishnav Institute of
Technology & Management
Gwalior (M.P.)

Signature of The Teacher Education

1. Deepa
2. Gajendra

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SAR – Self Appraisal Report

SAR (SELF APPRAISAL REPORT)

SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT

NIRAWALI RAIRU

OBSERVATION SCHEDULE

Name of the peer student Jay Singh Ahirwar

Class taught : IX

Topic taken Structure of the Blood

Time taken 30 minute

- BB writing : ☒ Good ☐ Average ☐ Poor
- Presentation :
1. Expression Was ☒ Clear ☐ Not Clear
 2. Question were asked ☒ Properly ☐ Not Properly
 3. Examples were ☒ Given ☐ Not Given
 4. Voice was ☒ Clear ☐ Not Clear
 5. Speed was ☐ Fast ☒ Slow ☐ Up to the Class
 6. Distribution of question was ☒ Even ☐ Uneven
 7. Pronunciation was ☒ Correct ☐ Incorrect
- Class management ☒ Good ☐ Not Good
- Preparation of the lesson ☒ Was adequate ☐ Not adequate
- Suggestion for improvement , if any

Develop Self Confidence

Signature of the Peer Student Observed

Yojana Shrivastava
Principal
Shri Vaishnav Institute of
Technology & Management
Raigarh (M.P.)

Signature of the Peer Observer

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Alumni Association of
SHRI VAISHNAV INSTITUTE OF TECHNOLOGY AND MANAGEMENT
NIRAWALI, GWALIOR
Website - Svitm.org Email- svitm.mail2016@gmail.com
Contact- 9826369330 , 8109448556

Alumni Meet

REGISTRATION FORM

Personal Information

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Qualifications M. A. B. Ed
Gender Male ☒ Female ☐
Home Address Vill.- Rajpura Post- Nepani
Tah.- Kailaras Distt. Morena (M.P.)
Home Phone No. _____ Mobile Phone No. 9617341766
Degree acquired at SVITM B.Ed. Passing Year 2015

Work Contact Details

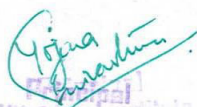
Organization & Address Rajpura Tah.- Kailaras
Distt.- Morena (M.P.)
Work Phone No. _____ Work Fax _____
Work Email Address Vijay singh .Tatar 12345 @ gmail . com

You are welcome to put your ideas, views and achievements in Alumni meet.

Please fill this form and send the filled form to svitm.mail2016@gmail.com

Thank You.

Date: 16 January 2016
Place: Gwalior


Shri Vaishnav Institute of
Technology & Management
Nirawali, Gwalior


Signature



SVITM
GROUP OF COLLEGES

वार्षिक पत्रिका सत्र 2014-15

श्री वैष्णव इंस्टीट्यूट ऑफ टैक्नॉलॉजी एण्ड मैनेजमेंट
ए.बी. रोड, निरावली, रायूर, ग्वालियर (म.प्र.)

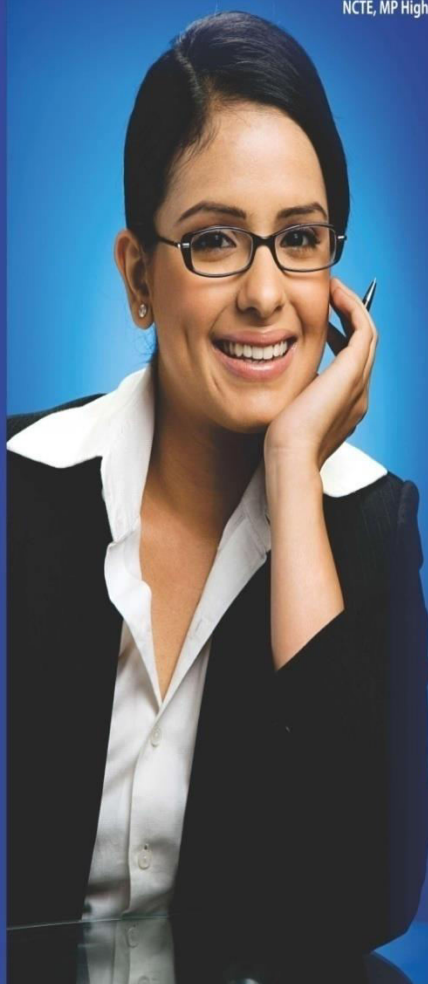


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Website : www.svitm.org



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